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**GAMES PEOPLE PLAY: A COMPARATIVE
STUDY ON SOME COMMON APPS FOR
LEARNING ENGLISH**

**Los juegos a los que jugamos: un estudio
comparativo de algunas aplicaciones comunes
para el aprendizaje del inglés**

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Abstract

The increasingly accelerated pace of growth of digital media has led society to be immersed in the need to manage them, causing a change in all areas, including education. That is why e-Learning and, especially, m-Learning are postulated, perhaps today more than ever, as widely efficient resources to grant learning without time or space limitations by taking advantage of the possibilities offered by mobile devices and the different apps available. However, although this is now a field of study of international importance, its incorporation into the educational system is being rather slow. It is precisely for this reason that this dissertation is proposed with the intention of discovering the pedagogical possibilities that apps can offer as a tool for learning English, as well as analyzing how efficient they are, from an educational point of view, and how attractive and functional that may be for users.

Key Words: digital media, education, e-Learning, m-Learning, mobile devices, apps.

Resumen

El cada vez más acelerado ritmo de crecimiento de los medios digitales, ha llevado a que la sociedad se vea inmersa en la necesidad del manejo de los mismos, provocando un cambio en todos los ámbitos, incluido el educativo. Es por ello que el e-Learning y, especialmente, el m-Learning se postulan, quizá hoy más que nunca, como un recurso ampliamente eficiente, aprovechando las posibilidades que ofrecen los dispositivos móviles y permitiendo un aprendizaje sin limitaciones de tiempo ni de espacio, gracias al uso de las distintas aplicaciones que existen en el mercado. Sin embargo, aunque este es ahora un campo de estudio de importancia internacional, su incorporación al sistema educativo está siendo más bien lenta. Es precisamente por ello que el presente trabajo se plantea con la intención de descubrir las posibilidades pedagógicas que las aplicaciones móviles pueden ofrecer como herramienta para el aprendizaje del inglés, así como analizar cuán eficientes son, desde un punto de vista educativo, y lo atractivas y funcionales que pueden resultar para los usuarios.

Palabras clave: medios digitales, educación, e-Learning, m-Learning, dispositivos móviles, aplicaciones.

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1. Introduction / Aims and scope

As Selwyn (2013: 1) has stated, “the continuous development of increasingly powerful digital technologies is undoubtedly one of the defining characteristics of the last thirty years”. These constitute today more than ever, an extension of people's lives.

The pace and scale of digital innovation, particularly the growth of information technology and mobile telephony, leads us to think of digital technology as one, if not the most, fundamental pillar of social development, and the link society-economy-education is quite difficult to ignore. Therefore, digital technology is now a prominent feature of education, to such an extent that most governments around the world seek to encourage and support its use in schools.

In addition, there is the fact that the new generations are increasingly explorers of digital resources and that, as Castells (1996) considers, the growing organization of society around dynamic networks has caused a change in the sense of space and time.

Finally, we cannot ignore the impact of the pandemic in the last year and a half, which has generated a change in the way of interacting, communicating, and even thinking. As a result of the coronavirus crisis, digital transformation processes have been hyper-accelerated at all levels (García, 2020). In the field of education, where the health emergency has left a large number of students without face-to-face classes, the need to think of online teaching-learning strategies has been urgent, forcing the educational model to change and adapt to a hybrid teaching paradigm, combining distance and face-to-face education, all resulting in a greater dependence on tailor-made online training.

This is why e-Learning in general and m-Learning in particular are postulated, perhaps today more than ever, as a widely efficient resource, by taking advantage of the possibilities offered by mobile devices and allowing learning without time or space limitations. In addition, its great success is also due to the fact that it allows, among other things, interactivity, the creation, publication, and exchange of all kinds of information.

However, although this is now a field of study of international importance, its detractors affirm that it is difficult to introduce new technologies in already existing and sufficiently proven processes, in addition to the fact that students lose contact with the teacher and do not get enough opportunities to socialize, nor are skills such as responsibility, discipline or attention span cultivated, unlike traditional education.

And still, why consider e-learning or m-learning as alternatives to traditional (face-to-face) education instead of considering them as a useful resource that could provide great benefits to the teaching-learning process?

It is precisely for this reason that this dissertation has been written, with the intention of discovering the pedagogical possibilities that *mobile applications* can offer as a tool for learning English, as well as analyzing how efficient they are, from an educational point of view, and how attractive and functional they can be for users. These possibilities will be explored by evaluating different apps explicitly intended for teaching English.

At this point, it should be pointed out that throughout this work, the term app will be used, not application, since, according to Collins (2016), for some years the terms have been used differently. The main difference is that the apps “are generally designed to be simpler, more streamlined, and able to fit better on tinier smartphone-type screens”, this term being also recognized by the Oxford English Dictionary as “a piece of software that you can download to a device such as a smartphone or a Tablet”, this being precisely the characteristic of the objects of study in this work.

2. Theoretical framework/literature review/contextualization

In the last decades, the rapid development of technology has led to a substantial change in all areas of life, from the economy to health and, of course, in education. The Internet has become the main means of finding information of any kind, communicating, acquiring products or services, etc. According to 15 Jahre JIM-Studie: Jugend, Information, (Multi-Media, a survey that was initiated in 1998 (Medienpädagogischer Forschungsverbund Südwest, 2013: 8–28), 80% of the young people own a computer, 88% have access to the Internet, and 89% use the Internet. Regarding access to the Internet via mobile devices, it has sky-rocketed: 73% access the Internet via smartphones, as compared to only 5% in 2006. Finally, 45% of young people use the Internet for communication (80% are on Facebook), 24% use it for entertainment, 17% for games, and 13% for finding information. The use of mobile phones in education, however, let alone the Internet, does not match the use of Information and Communication Technologies in other areas of our culture. Has there really been a substantial change in the educational paradigm thanks to the use of Information and Communication Technology?

The positions on digital technologies and their use in education are basically divided between those who fully promote their use or at least opt for a conscious use, and those who emphasize their risks and how they have influenced human relationships for the worse. The number of opponents, however, is decreasing rapidly, as today's fast-paced lifestyle requires quick access to information, data sharing, and communication. We can see this in the fact that the use of technological resources is already integrated into the study plans of many countries, including Spain. In spite of that, the impact of these transformations is, so far, lower than initially expected. Often, its scope neither meets the established learning objectives nor take into account the prior knowledge of the students or the available infrastructure. “While the media infrastructure in schools has improved considerably, the actual pedagogical use of this technical equipment by teachers is lagging behind, being this also true for TEFL” (Grimm et al, 2015: 211).

Today, with 1.348 million speakers according to Eberhard et al. (2021), English is the most widely spoken language in the world, for the most part due to historical and economic forces and, of course, due to globalization. It is because of globalization that English has become an item of economic, cultural, and political value, and as

globalization seems to require the integral transformation of a society, its impact on language and culture is detected in all facets of life (Bodapati, 2016). It is even possible to notice its level of impact on the placement of English as the first foreign language in most educational systems, and this is not a particularly European, but a global phenomenon.

Education is not only about teaching and learning, there are many more processes involved pre- and post- the actual classes, and one of those essential processes in assessment. It is not only necessary to know the language but to understand how to evaluate the level of competence that one has in that language, mainly for work or educational purposes. That is why the CEFR was born, with the intention of describing what language students must learn in order to communicate, as well as specifying the skills and abilities that they should have. As early as 1960, the member states of the Council of Europe committed to promoting communication between the different citizens of the European Union, by promoting all their languages, in order to ensure that they had the opportunity to learn other languages besides their mother tongue, taking into account their real communication needs. Consequently, the projects established since then focused on language learning for communication, promoting a positive, practical, and student-centered approach. Over the next two decades, the specifications of objectives for language learning were developed, first for English, then for French, and later for almost 30 languages, and five dimensions of communicative ability were identified: linguistic, sociolinguistic, discursive, sociocultural, and social competence. In 1991 the development of a comprehensive framework for the learning, teaching, and assessment of languages in general was firstly proposed. This framework began to be developed the following year and crystallized with its publication in 2001. And this is, in essence, how the Common European Framework of Reference for Languages (CEFR) was born.

As its name suggests, the CEFR is a reference framework that describes not only but very centrally descriptors and levels of language proficiency. Even though it is designed to be applied to any European language, it is currently becoming a world standard for language skills, especially for English, serving to redefine language learning policy in many countries of the European Union and, in recent years, of several countries in Asia or Latin America. Among its main purposes are to promote and facilitate cooperation between educational institutions in different countries, lay the foundations

for the recognition of linguistic qualifications, and help coordinate educational efforts related to language learning. The framework is fundamentally intended for use in both teaching and assessment. A teacher of any foreign language can use these statements about what can be done to assess it and design lessons to address gaps in knowledge of it. The CEFR does not intend to promote any particular system or approach to language teaching. It does not tell what to do, or how to do it but rather it provides a comprehensive framework that helps those involved in the process, students and teachers, and guides their efforts in a coherent way through a common meta-language and scales of language proficiency. Therefore, it takes into account different subjects who, however diverse their opinions, may consult it with a particular approach. However, despite offering this broad-spectrum, it will maintain the same objectives for everyone, among which the following stand out:

- Increase the effectiveness of international cooperation
- Increase respect for identity and cultural diversity
- Improve access to information
- Intensify personal interaction

(Bailly et al., 2001: 102)

The CEFR is action-oriented. Knowledge is not considered the end as such, but the necessary basis for action. Technical knowledge and skills are essential to put knowledge into practice. In this action-oriented approach, it is assumed that the language learner is in the process of becoming a language user, so it is considered important that in language learning / teaching the students are allowed to use the language effectively. That is, the main end is not to know about the language, but to be able to use it in different ways and situations, and this leads us to consider the concept of competence. Grimm et al. (2015) observe that the CEFR subsumes knowledge, know-how, ability, and skills under the heading of competences. In order to do this, the CEFR suggests a way of classifying these competences according to the way people are involved in communication (Bailly et al., 2001). There are, on the one hand, the General Competences which include Declarative Knowledge, Know-how, Existential competences (personality traits) and learning capacity. On the other hand, there are the Communicative Language

Competences, which depart from the classic division of language into a set of four skills: two productive (speaking and writing) and two receptive (listening and reading).

With this, the Council of Europe has sought to promote an approach based on the communication needs of students, and, although as mentioned above, the CEFR does not promote any particular approach, much of its argumentation is comparable with the principles of the Communicative approach. For both, communication ability involves understanding vocabulary, grammar, and all aspects of English skills, such as reading, listening, speaking, and writing. They consider that to develop that the communicative linguistic competence, participants must understand that a sociolinguistic component (social conventions, linguistic rituals, etc.), a linguistic component (lexical, phonological and syntactic knowledge and skills) and a pragmatic component (interactive exchanges) are involved in the communication process.

The Communicative approach, also known as Communicative Language Teaching (CLT), was developed in the 80's as a reaction to grammar-based approaches. It is an approach to teaching a second language and a foreign language that focuses primarily on the development of communicative competence, emphasizing the use of language for meaningful purposes in authentic situations (Irmawati, 2012). CLT's main principle relies on the acknowledgment of the social purpose of language, which is to serve as a means of communication. Therefore, the communicative approach is also learner/user-oriented, as it is based on their needs and interests. Several researchers identify this approach as one of the most influential and effective in language teaching, having broken with previous practice, and being based on a systematic behavioral analysis of learners' pragmatic language learning needs (Markee, 1997).

As Liao (2000) has pointed out, teaching based on this approach has some characteristics opposite to other traditional teaching methods. To begin with, CLT states that language must be learned through use and communication. To do this, real-life situations must be created and learners must perform different types of tasks for social interaction with other people, so that the language is learned as it is actually used. Secondly, it insists that activities be based on exchanging necessary and meaningful information. In other words, there must be an information gap between sender and receiver, which must be filled with the message. In addition, CLT emphasizes two-way communication and the exchange of information between subjects and users of the

language. Therefore, the initiative of the students should be put into play and overcrowding should be avoided so that the students become active agents and not passive recipients of the knowledge of the language. Moreover, this approach is concerned that students are sufficiently exposed to the target language. Such exposure is important because it provides opportunities for language acquisition to occur, for language to be internalized and not just for grammar rules and vocabulary to be memorized. Finally, it covers the four language skills: listening, speaking, reading, and writing, so that students learn and combine them in real-life situations that require them. In sum, it can be said that the Communicative approach is one of the most important approaches to help students / users improve interaction, fluency and, consequently, their confidence, incidentally contributing to their linguistic development. This is why CLT has become popular in teaching second foreign languages. Unlike the teacher-centered approach, it gives the student a greater sense of "ownership" of their learning and improves their motivation to learn English (Brown, 1994).

However, language learning cannot be reduced to a single model, as it is influenced by the participants and the relationships between them, as well as what happens around them. Students differ in their motivation, previous education, gender, age, intelligence, culture ... and because of these differences they have their own needs (Dubravac, 2016). Also, it is important to note that not everyone learns in the same way, people have different learning styles, different ways of receiving and processing information, so it is clear that there is no single ideal style; very different people learn languages, despite having very different learning styles. Therefore, it seems reasonable to think that the more different approaches that are offered to the learner, the greater their chances of finding one that is appropriate to achieve their goals. Personalized learning “is all about providing interventions focused on the individual needs of the learner” (Khalid, 2017: 3). This personalization provides the learner with a sense of control over their learning progress.

As stated by Branagh (2020), technology has played a key role in addressing this variability and facilitating the advancement of personalized learning. Thanks to the innumerable possibilities provided by Information and Communications Technology (ICT), online learning constitutes a new modality, which allows overcoming limitations such as isolation, individualism, little applicability, etc.

There is nothing new in the use of the latest technological means in education. As Grimm et al. (2015) observe, a wide range of media has always been central to the teaching of English as a Foreign Language (TEFL), but recently, digital technologies have been heralded as a major driving force in educational innovation. If we go back to the history of the use of media in teaching and learning scenarios, imagery accompanied by language is considered the dominant learning medium, while content learning is considered the oldest. According to Grimm et al (2015), its use in education dates back to the 17th century when Comenius published his textbook *Orbis sensualium pictus* (Visible world in pictures). And, although for most subjects, the older models and mediums of teaching and learning continue to dominate, the range of educational media has grown considerably in recent decades. The use of ICT is now of great importance in computer-assisted language learning (CALL) and mobile device-assisted language learning (MALL), both forms of e-Learning.

The Commission of the European Communities (2001: 2) defined e-Learning as “the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”. According to Nicholson (2007), although e-Learning has evolved in different ways, in the education sector it refers to the use of both software-based and online learning, while in other sectors such as business, training, and military it refers solely to a variety of online practices. This can be interpreted as that e-Learning not only provides information online, but also involves the student in complex interactive simulations through the use of different devices. These devices allow users to create and distribute a wide variety of content (images, sound, video). In educational contexts, students can easily create different types of digital content, which they can edit and share immediately over the Internet, generating not only new opportunities for the development of new mobile services, but also a new pattern of interaction between users (Grimm et al., 2015).

From the repertoire of devices used for e-Learning, Montaner (2020) points out that, particularly in the second decade of the 21st century, mobile devices have significantly altered and expanded the ways in which e-Learning is conceived, due to access widespread use of these increasingly complex and affordable devices. Mobile technology has advanced in such a way that users have the possibility of accessing all kinds of resources, which makes it possible to practice foreign languages. In addition,

mobile phones offer users learning opportunities independent of time and place, facilitating also the development of communicative competence. That is why the education sector, as has happened with e-Learning, has seen in these devices a potential didactic aid, thus giving rise to what is nowadays known as m-Learning. As cited by Ebner & Schiefner (2010: 228), Chabra and Figueiredo defined m-Learning as "the ability to receive learning at any time, in any place and on any device". Its main features include connectivity, customization, diversity, flexibility and accessibility. However, motivation is undoubtedly its strong point, as new generations of students are more familiar with these devices. According to Denk (2007), m-Learning is considered by most authors as a derivative of e-Learning, but unlike it, m-Learning offers greater mobility, since e-Learning uses a fixed device. This, in turn, influences the content, which is less extensive and detailed. Consequently, mobile learning sessions are designed to last less than e-Learning ones.

There are many advantages to e-Learning. Despite assuming certain risks such as a low level of demand, the obsolescence of the contents or materials, as well as loss of contact with the experts or legal loopholes in the matter of intellectual property and rights of reproduction of the materials, the contribution of virtual platforms, both in e-Learning and m-Learning, is significant because it is a medium that integrates textual, audiovisual and digital supports, which favor two-way communication, of great importance for language learning. Dalmau et al. (2008) consider that the integration of this type of learning in practice can also bring benefits at an economic level (avoidance of hidden costs), of opportunity (ease of access and breadth of the offer, especially for students with disabilities), pedagogical (permanent consultation, adaptation to the different study rhythms, and promotion of continuous learning) or autonomy (self-regulation of time and effort). Moreover, mobile and fixed devices can be used productively and creatively with a variety of educational approaches. They offer opportunities for collaboration, as well as self-directed and autonomous learning, enabling learners to work at their own pace. They can also help bridge the gap between teachers and students, thus fostering a more informal learning environment, and develop social skills, by also involving negotiation of meaning. In addition, taking into account what Sinha (2012) pointed out, that most students lose their enthusiasm for learning due to the poorly designed motivation scheme of educational tools, the use of devices can be an extremely attractive resource.

This is also crucial because, in such a scenario, teachers must provide an attractive solution, which at the same time meets the educational objectives. That is why, an increasingly used resource in m-Learning, are games. According to Booker (2000), a game-based approach can contribute to the development of knowledge and positively influence the affective component, thus increasing students' levels of interest and motivation.

Games as such, starting from their more analogue version, have served as an educational resource for a long time. As Kapp (2012: 7) cites, Raph Koster described a game as "a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, resulting in a quantifiable outcome that often causes an emotional reaction." This emotional reaction occurs because they provide a safe environment to explore, think, and try things. Furthermore, games manage to motivate those involved thanks to the enjoyment they offer (Koivisto & Hamari, 2019) and the students' fondness for working with hands-on materials (Nisbet, 2008).

In addition, as Becker (2007) considers, there is a link between some features of games and the development of the eight intelligences proposed by Howard Gardner. In her opinion, written and spoken elements would stimulate linguistic intelligence, as would the game's soundtrack and auditory feedback do to musical intelligence or in-game strategizing, arithmetic, management style, and puzzle games to logical-mathematical intelligence. Likewise, the graphic environment and the visual elements would positively affect spatial intelligence, games that promote physical movement would do the corresponding with corporal-kinesthetic intelligence, and those that involve ethical dilemmas and moral decision-making would favor intrapersonal intelligence. Finally, multiplayer collaboration, communication, and competition on the one hand and the realistic representation of natural environments on the other, would affect interpersonal intelligence and naturalistic intelligence respectively.

And, although in formal education, games could be seen as an interference with learning, on the contrary, their function is to improve skills, promote interaction and allow those involved to apply the values of the game in situations of real life. Adding game elements to traditional learning environments is one way to create impactful learning and provide opportunities to draw conclusions and, with repetition over time, consolidate learning. In addition, according to Kapp (2012), by giving students permission to fail,

encouraging divergent thinking and a sense of control, games create very enriching learning experiences.

Educational games emerge from this premise, with a dual purpose, to be games and to teach something (Goehle, 2013). The use of games in education is primarily aimed at improving critical thinking skills while teaching a particular subject. There are other types of games that can be used and that improve knowledge in a specific subject, but that cannot be seen as educational games as they do not deliver curricular content (Michel, 2016). This perspective known as game-based learning refers to the use of games to improve the teaching and learning experience, including that related to language learning and more specifically with TEFL.

Game-based learning has changed a lot over the past decades. According to Arnseth et al. (2019), since the emergence of the first computer game companies in the late 70s, the game industry has grown at a hectic pace, becoming a huge entertainment business. Today's industry landscape includes numerous platforms and a wide variety of genres that target people of all stripes around the world. Furthermore, over the last decade, there has also been a shift in perspective towards the acceptance of games as part of the culture and within educational contexts, largely thanks to the boom in the market for gaming applications via smartphones. However, the importance of the game as an innovative model for teaching soared when, in 2014, Microsoft bought Minecraft for 2.5 billion dollars, with the main objective of bringing the game to schools (Arnseth et al. 2019).

The newest addition to game-based learning is gamification. Kapp (2012: 125) defines it as "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." Gamification is a process of designing systems, services, organizations, and activities in order to create experiences similar to those lived when playing and with an educational objective (Huotari & Hamari, 2017). In other words, creating attractive learning environments.

Deci and Ryan (1985) agree that gamification is based in large part on encouraging motivation, considering, on the one hand, the learner's intrinsic motivation or desire to perform an action on their own and on the other, extrinsic motivation that responds for a specific and expected reward. The authors link the power of motivation with behavior,

referring to three basic needs: autonomy or the feeling of being in control, competence or the sense of developing skills and mastery, and kinship or connection with others.

Good gamification must align the learning objectives with its two basic components which are game mechanics and game dynamics. AL-Smadi, (2014) defines the mechanics of the game as agents, objects and elements that are used to ‘gamify’ an activity and to stimulate specific emotions in the player, while the dynamics result from desires and motivations reflecting those emotions. Healey (2020) considers that the gamified experience should feel fun and appeal to learners on an emotional level. Therefore, the better the gamification flows, the more likely students are to internalize the process.

Based on the above and on the affirmations of Laskaris (2014) that students remember 10% of what they read, 20% of what they hear, 30% of an oral presentation with visual elements, 50% if someone makes an action while explaining it, but up to 90% when they do it themselves, even if it is just a simulation, it is not daring to defend the use of gamification as an educational tool, since it can allow to carry out learning tasks in a comfortable and fun, which will also encourage to continue with the learning process. In addition, if, as Gee (2017) indicates, these experiences connect emotionally with the person, they will be stored in the long-term memory and will help them anticipate the near future and prepare to respond to it, plan before acting and make good decisions, imagine, create and make sense of what has happened, is happening or could happen.

However, the challenges of using gamification should also be taken into account. Gamification can teach that it should only be learned when external rewards are provided. Also, if gamification is considered a panacea and applied to every learning event, it will quickly become trivialized and lose its impact (Kapp, 2012).

To avoid this, it is important to consider a 5-step model proposed by Huang and Soman (2013) to gamify instruction:

1. Understand the target audience and the context
2. Define learning objectives
3. Structure the experience

4. Identify resources

5. Apply gamification elements

What is clear is that gamification has proven to be a valuable addition to effective learning, including, of course, that corresponding to languages, by not only generating a high degree of motivation, but also stimulating the development of language and social skills, and requiring the active participation in the learning process.

3. Methodology

The purpose of this dissertation is to carry out a comparative study on the possibilities, strengths and weaknesses of some of the most popular apps to learn English as a foreign language which are available in the Spanish market.

In order to carry out the aforementioned purpose, first, a bibliographic research has been carried out on what has been considered as pillars of the work: on the one hand, m-learning and, on the other, the different aspects implicit in the current educational paradigm of languages, also highlighting the link between the two, since they are part of the official European framework for teaching foreign languages.

Based on the treatment of the information obtained, a rubric has been created as an evaluation instrument with which the digital apps that are the object of study of the work have been analyzed.

In turn, this rubric has served as the foundation for the creation of a survey, in order to contrast the author's own vision with that of actual or potential users, and thus give a more objective view on the degree of implementation of these apps, both informally and within a formal academic context.

Regarding the first of the above-mentioned pillars, the theoretical basis came from e-Learning research, mainly from the initiative that has complemented the e-Europe Action Plan since 2001, which seeks to promote this type of learning in the Member States, as a resource useful for the achievement and development of educative objectives. From there, e-Learning, its principles, and derivations were investigated, then reaching the bibliographic review of m-Learning, which was finally selected as fundamental for this work, by offering, above e-Learning, the possibility of overcoming temporal and spatial barriers, offering the opportunity to be connected anytime, anywhere (Pisanty et al., 2010). Without forgetting, of course, the accessibility to mobile devices that exists today, even greater than to computers as such. In sum, from the study the educational process of m-Learning mainly through apps, educational hubs, and games (García-Bullé, 2019), it was concluded that gamification represented an essential factor to be evaluated. In addition to this, the basic principles of gamification were also included in the design of the assessment tool, in order to justify how m-Learning and gamification converge in TEFL.

Regarding the second pillar of work, it was taken into consideration the fact that the CEFR is today the main standard to measure the level of understanding and expression in a language and to provide the common basis for the development of programs, curriculum guides, exams, and manuals for learning languages throughout Europe and in many countries in the world. In addition, by describing what has to be learned to do in order to use the language to communicate, and the knowledge and skills to be developed in order to act effectively, its theoretical principles have served as the basis for the development of the assessment instrument.

Starting, then, from the CEFR analysis, and bearing in mind that although it does not promote a particular approach to language teaching it definitely favors certain principles in the teaching-learning process, these principles were assumed and compiled for bibliographic research and analysis. Among these, the communicative approach, the development of language skills and competences, intercultural learning, and the development of learner's autonomy.

Likewise, considering that the main objective is to operate communication strategies, the distinction between three categories of tasks, as proposed by the CEFR, has also been contemplated, being in favor, of course, that most situations do not focus on one type, but combine several of the following:

1. Real-life tasks, chosen based on the needs of students outside of the classroom or learning environment.
2. Communicative and pedagogical tasks, based on the social and interactive nature, where students accept the use of the target language.
3. Precommunicative pedagogical tasks, which are exercises specifically focused on the decontextualized practice of structures.

Despite the above, for the design of the rubric, the term *activity* has been used instead of *task*, since the CEFR advocates the consideration of tasks as "objectives to be achieved in relation to a given domain", losing, to a certain extent, the neutral nature of the app analysis. Not knowing then, if the work involved in the apps meets the requirements of a task and being the activity described as a work that is carried out with or without a particular purpose, this term has been chosen.

In turn, in order to operate with communicative strategies, users must also participate in communicative language activities, so that the four main types of linguistic activity identified by the CEFR have also been considered: productive (spoken and written), receptive (spoken, written, and audiovisual), interactive (spoken and written) and mediator (for example, as an interpreter / translator), which will be directly related to language skills.

For its part, the inclusion of Multiple Intelligences arose as they became involved in the Primary Education curriculum, taking Aragon as a particular case, specifically in the area of *Foreign Language: English* of the RESOLUTION OF APRIL 12, 2016, GUIDELINES ON THE COMPETENTIAL PROFILES OF THE AREAS OF KNOWLEDGE AND THE PROFILES OF THE KEY COMPETENCES BY COURSES, quoting verbatim "The teaching-learning process of the English language will focus its efforts on not cutting off the creative development paths of its learners, generating opportunities for talent and multiple intelligences to be developed ..."

Finally, based on the fact that language learning is a process that affects and in turn is affected by the cultural-cognitive structure of the subjects involved, their psychological and affective components must be considered; needs, motivation, cultural barriers, styles and preferences when learning, etc., are naturally linked to the teaching-learning process and therefore, it has been sought to include them in this work.

After the analysis of each principle, and taking as reference the main characteristics of each one, an assessment rubric was designed in order to demonstrate the degree of suitability that an app for the teaching of English may have, based on the aforementioned aspects (*see Appendix I*). In this rubric, the learner is referred to as a "user" for two reasons, the first because of the designation made to whoever uses an app and the second because the CEFR designates the learner or speaker as a language user.

In order to ensure the correct treatment of the information and the creation of a flexible and efficient tool, which allows it to be used by both teachers and potential users of the app even without pedagogical training, the quality principles in modern language teaching and learning, proposed by Lasnier et al. (1999) have been taken into account as follows:

- Relevance, taking into account both the personal characteristics of the users, as well as the general educational aims, and evaluating whether the approaches, materials, examples and activities take into account the social, cultural and educational characteristics of the user.
- Transparency, by seeking adequate access to the information contained in the tool and ensuring easy use of the resource, through a clear and logical structure that is understandable.
- Reliability, having the rubric internal consistency and reliability, thus facilitating implementation. Showing coherence between the objectives and the real accomplishment, and presenting models of good use of the language, with information, examples and precise statements.
- Attractiveness, with elements that allure the user and, therefore, contribute to improving their motivation, that are also easy to use, that create a dialogue with the user, and stimulate their curiosity.
- Flexibility, with content sensitive to the individual specificity of the user, different learning styles, readiness for autonomous learning, and so on.
- Generativeness, through an open nature of the material, integrating previous knowledge that helps to relate concepts, and providing opportunities for reflection on what learning means.
- Participation, providing opportunities to make decisions and contribute interests, opinions and experiences to the learning process.
- Efficiency, by relating resources to results.
- Socialization, when the development of social skills such as the ability to cooperate is pursued, and seeking to reflect on the knowledge and understanding of their own culture, as well as on the cultures of other countries and their attitude towards them.

Once the rubric had been completed, a corpus of analysis was selected, which consisted of five apps explicitly offered for learning English, all of which are free, as it is seek to favor the accessibility to them, not only for carrying out this work, but as potential resources to be used within a formal educational context.

The selection of the apps was made through a popularity scale selecting the first 9 results (websites and videos) thrown in a search by Google, as this could be considered as the most versatile and used resource to access information nowadays (*see Appendix II*).

In parallel, and in order to demonstrate the effectiveness and flexibility of the designed tool, a survey was created based on the same items of the rubric (*see Appendix III*). This was created via www.encuesta.com for several reasons: it is a free resource that allows the creation of surveys with interactive elements and produces reports automatically, being able to filter the data based on specific aspects of the survey itself. In addition, it allows the survey to be easily shared through a link, without the need for the subject to have to log in or enter personal data of any kind, a matter that usually represents an impediment for volunteers, when participating in this type of work.

The survey, as such, was made up of 59 multiple-choice items and was addressed to both Teaching students and the general public, in order to obtain not only the vision of people who are being trained in teaching, but also of potential users of this type of apps, being able to better appreciate the scope that these can have into formal and informal education. This is the main reason it was carried out in Spanish to ensure its applicability among users with different levels of English.

However, the response rate to the survey was very low: from one app (ABA English) no samples were obtained for statistical analysis, and from three others (Babbel, Busuu, and Memrise), the samples were so small that, seeing that the validity of the results could be compromised, it was decided not to incorporate them in the present work because, as Lynn (1996) has argued, when the sample size is reduced, the error in the estimates increases. This means that the results are not representative, not being possible to generalize them, a fundamental aspect in survey research.

Despite this, enough results were obtained from one of the apps (Duolingo) to contrast them with those of the analysis carried out by the author of this work.

Thus, the data obtained is disclosed in the next chapter.

4. Results/Analysis

As mentioned in the Methodology section, the presentation of the data will be done analyzing each app separately, exposing both the analysis carried out by the author of this dissertation (*see Appendix IV*), as well as the data obtained from the survey, which show the vision of the users, always based on the evaluation tool designed for this purpose. The order in which the apps are presented has no particular purpose; all of them are considered within the top 5 of the most popular apps to learn English for free. However, the first is the only one from which data related to the survey have been included, as the rest have a sample that is too small to be representative without leading to an error in the estimates.

DUOLINGO

Both 100% of the respondents (11 people) and the present analysis agree that the app consults the user's level of English to personalize the content. This is carried out through a diagnostic test, although, in reality, this does not fulfill much of this function: it is short and not very gradual in terms of difficulty.

In addition, once this test is carried out, and the app begins to be used, the content is organized with increasing difficulty, and the user is placed at the beginning of the course, where the first levels are very basic, so if he has an intermediate-advanced level, the activities will be excessively easy and even boring. However, in contrast to the above, *90% of those surveyed affirm that the activities pose a challenge that: either motivates them to keep trying if they do not succeed (50%), or represent an achievable challenge (40%). Only 10% consider that these become boring after a while since they cease to be or do not represent a challenge as such.*

Despite this, there is the possibility of taking a test at the end of each of the eight sections available in the free version to open the next one without having to overcome all the challenges/courses in the previous section.

Regarding the handling of the application, its interface is very intuitive, so it can be considered very user-friendly and suitable for all ages, *as considered by 91% of the surveyed.* The messages are short and many icons and colors are used to facilitate the understanding of the functions: *all respondents indicate at least one audiovisual resource*

that is attractive to them. Moreover, the user is requested to indicate their mother tongue so that the entire application makes use of it for indications, feedback, warnings, etc., which leads to a decontextualization of the use of English since this is used only in a controlled way during the exercises and always through the translation into the L1. *More than half of the respondents (64%) agree that translation is always present in lessons or activities, being the main resource of the app.*

The activities, *coinciding with the opinion of 91% of those surveyed*, are based mainly on the translation of phrases from the mother tongue to English or vice versa, the rephrasing, the transcription of an audio or the oral repetition of the same, and the union of words with their meaning. *73% of the subjects think that grammar rules, vocabulary and use of the language are central in the activities.* A question-answer interaction is not established as such, except briefly in the "stories" section, where the user has to follow a reading supported by audio and choose between several available options to answer the asked question.

It could even be argued that, considering that the free app has 8 sections, where each one consists of between 11 and 31 topics and these, in turn, have 6 levels of between 2 and 11 lessons respectively (with the exception of some topics oriented to the verb tenses, which have 2 levels of 4 lessons each), the activities become redundant and boring, leading the user to automate the answers in order to advance through the levels, instead of analyzing what they answer. In addition, within the lesson and the level itself, the questions tend to be repeated, aggravating the issue. In short, the activities are mostly based on drilling and repetition, following the pattern: presentation, practice, and production. *55% of the participants think that, in effect, the activities follow this pattern (presentation, practice, and production).*

Likewise, only some lessons include information related to the grammar of the language, its functions, uses, related vocabulary, etc. *(82% of the subjects judge that the grammar rules are explained only when needed).* This information is very brief and is presented in the mother tongue, not in English. These lessons are the only ones in which the activities provide "support" related to the language, but this is limited to re-exposing the notes of the lesson; there is no personalized response as such.

An allied point is the fact that all activities have a high gamification component, by offering constant rewards to the user (gems, unlocking levels or stories, medals ...) and

basing their activity on a number of lives that can increase as you buy or acquire them with your rewards. *10 of the 11 respondents affirm that they are granted some type of reward or bonus each time they achieve the objectives of the activity.*

In addition, although the base activities are generally without a time limit (*91% consider they have enough time to complete tasks*), which allows the user to complete them without difficulty (*9% face difficulties when completing them*), the application offers monthly challenges based on the time trial that also offer special rewards for the user.

However, Duolingo falters at the point of allowing the user to replay/redo the activities to improve their score or review the lesson: lessons or levels can only be repeated if they have not been passed. Once the user completes them successfully, they move on to the next one, but cannot return unless they have completed the entire topic. *64% of those surveyed have been able to play again to improve their score, 18% have done so despite having registered their score, 9% have achieved it only at the end of the course and the remaining 9% have not managed to do it at any time.*

Regarding the feedback and unlike what 64% of the subjects considered, the support in questions of the operation of the app and, mainly with respect to the language, is rather limited.

Likewise, when the user makes a mistake, they lose a life, and the correct answer is indicated in a drop-down window, without explaining anything about it. Some answers give the opportunity to visit a kind of forum of the users themselves, in which observations or comments can be made about it. The free version also does not give the opportunity to review the mistakes made during the lessons, it only does a sort of review when the user loses all lives and requests a test to be able to play again or as the last lesson before the move to the next level. It is then that the user is presented with a compilation of all the mistakes that he has made so that they can redeem themselves by answering them correctly. Everything, in isolation, since as mentioned above, no feedback of any kind is given so that the user comes to understand why their answer has not been adequate and how they have to use the language correctly; rather the user is aimed at only remembering the correct answer. *80% of those surveyed agree that at the end of the activities they are given some type of feedback, 10% that it is given in most, but not all, and the remaining 10% that no type of feedback is provided, also considering 73% of*

them, that this feedback is instantaneous and useful, as opposed to 18%, who think it is not.

On the contrary, when the user answers correctly, a phrase such as “awesome!” or “excellent!” is exposed with the translation of the said phrase. Besides, a series of correct answers is also recognized and yields an acknowledgment post, which can be shared through Facebook or WhatsApp with the user's contacts, whether they belong to Duolingo or not.

Concerning motivational aspects, *more than half of the respondents (64%), affirm that the activities generate emotions that invite them to continue using the app, and only 9% of them, that they do not provoke any type of emotion.*

The app makes use of audiovisual resources, mainly backgrounds and sounds, which generate an ideal environment for the user to invest time using it (*55% of the subjects think that audiovisual resources manage to capture and maintain their interest in the activities and 82% that the app promotes a pleasant environment that invites them to continue using it, discerning only 18% in this appreciation*).

Although it does not allow you to customize the content based on your own preferences, each section has a wide variety of topics, in addition to giving the possibility of buying, with the rewards, new lessons or levels within the same topic. *Opinions regarding the personalization of content are divided: 54% consider that they are not allowed to adapt the content to their preferences, while the remaining 46% think otherwise.*

However, it is important to note that the content of the topics is rather poor; these are not dealt with adequately, expressions containing related vocabulary are simply used, but the information as such is not involved, nor is a situation in which it can be used is even contextualized. It is assumed that being every single sentence translated, the user will relate it to the need or a context. In addition, many of the phrases that appear in the lessons are, to some extent, impractical to be used in real life. *Contrary to this opinion, 70% consider that the activities are contextualized.*

For its part, interaction occurs mainly with the app itself, which automatically responds to user stimuli, these being of a controlled type (*8 of the 11 respondents agree that there are no activities in which they participate simultaneously*). The user does not

make texts, does not record audios or videos, nor does they express his point of view on the subject, they only respond to the exercises in each lesson. *91% of the sample agrees that the activities are focused on overcoming challenges, progressing, and obtaining rewards, rather than being part of a group and interacting with other users (9%).*

However, the app has enabled, in addition to the forum between users (*9 of those surveyed do not consider that it offers real-time interaction resources, video calls, chats, or open sessions*), a section in which they, on their own, can create discussion rooms to talk with others, share content or points of view on a topic belonging or not to the course; *45% have been able to exchange comments, suggestions, or questions with other users, being able to improve their performance based on these.*

Regarding aspects of interculturality, although the app seeks to include different cultural aspects of the world (*7 of the 11 respondents contemplate that, elements of their culture are included as well as those of English-speaking countries*), being the topics of the sections so concise, the allusion to both Anglo-Saxon culture and that of other users prove to be quite anecdotal. *However, all respondents agreed that stereotypical opinions and social prejudices are avoided.*

As for the development of language skills, it could be alleged that the most implicated are the receptive: listening and reading since practically all activities are based on listening or reading a sentence to translate or rephrase it, which could be considered as production. However, in most cases, the user only has to order the elements of the answers that come in content blocks, or repeat the phrase aloud, so that speaking and writing are scarcely developed, mainly the latter, adding the fact that when it comes to writing exercises, the use of capital letters or punctuation marks is hardly considered. Even if the sentence has some typographical error, it is considered correct.

In this sense, the surveyed subjects consider that the most developed skills are listening and speaking, through the following activities with a frequency between two and three times per level.

- Listening: following instructions from an audio (31%), asking for the specific information that has been presented by audio (25%), and summarizing by repeating the main points of an audio message (24%).

- Speaking: organizing thoughts in a logical sequence to expose them orally (36%), using specific vocabulary for oral productions (33 %), and (26%) producing sound patterns after exposure.

For its part, the least developed for those surveyed, with a frequency of a maximum of once per level would be:

- Reading: sequencing events of a story that has been read previously (38%), organizing the information in a written text (36%), and (31%) retelling some information or drawing conclusions based on what is stated in a written text.
- Writing: writing letters to friends or family members, news or creating journals, or short stories (36% each).

Likewise, the resources used during the activities (oral and written texts) are not authentic, nor are they contextualized; *on the contrary, between 38% and 45% of those surveyed, ponder that, although they are not authentic, they are contextualized.*

Finally, of the eight multiple intelligences, the most developed are linguistic, through the repetition of sounds, words, and phrases, reproducing a role model, reading stories, and solving questions about them; the intrapersonal, being self-regulated learning, in which the user has to consider their goals to achieve and how to achieve them; the logical-mathematical through some exercises of matching elements, creating a hypothesis based on certain information or applying a certain formula to achieve something; interpersonal one, when giving advice to other users, and the musical, through the discrimination of sounds or words and exposure to different auditory elements. Of the rest, hardly any stimuli are involved.

ABA ENGLISH

The analysis of this app has been affected by the fact that most of the resources are limited to the paid version, this being the main condition for not carrying out a complete evaluation of the resource. It is offered as a free app, but in reality, only one unit of each level can be fully resolved; of the rest, you can only access the short films, the video with the theoretical explanation, and a vocabulary exercise.

Before starting to use the app, a diagnostic test can be carried out in order to adapt the contents to the user's level, that may be among A1 (Beginners), A2 (Lower intermediate), B1 (Intermediate), B2 (Upper-Intermediate), B2-C1 (Advanced) and C1 (Business). This gradation is based, as specified by the app itself, on the CEFR.

Despite assigning a level to the user, they are given the possibility of accessing the other 5 levels without having to have passed the level completely, always taking into account the limitations specified above. Once a level has been assigned, the user can also personalize a series of content of interest, which translates into additional micro sessions to the “formal” course. In addition, as in Duolingo, here the user is also asked to indicate his mother tongue, so that the application makes use of it for the presentation of the units, indications, feedback, announcements, etc. However, unlike the previous one, it allows the user to enable or not, in certain content, subtitles in their L1 or English, as they deemed necessary.

Regarding the handling of the app, its interface is intuitive, although it requires a little more time than Duolingo to control it. The design is simpler and sober, aimed at a more adult audience; it does not have audiovisual elements that are attractive to a child audience and the topics are not oriented to this sector either. The app itself is divided into three parts: course, classes, and microlessons. The course includes 144 units of study organized in increasing difficulty. These, in turn, are made up of a short film, a conversation exercise, a writing exercise, a role-play, a video with language theory, a vocabulary exercise, and a unit assessment.

Said activities are mainly based on the oral and written reproduction of sentences in L2. Even though the topics are very varied and the videos are a great resource to contextualize the lesson and attract the user's attention, the activities are still controlled: repeating what is said, writing what is heard. Additionally, the same phrases from the video are repeated over and over again during speaking, writing, and role-play activities; the user does not have the opportunity to use the information from the lessons within their own productions and only puts this knowledge into practice during the evaluation, where it is necessary to pass a multiple-choice test with 10 questions, in a maximum time of 4 minutes and with a minimum of 8 correct answers. If the user does not succeed, the app allows repeating it as many times as necessary, until they succeed, thus completing the unit.

Therefore, it can be said that the teaching model follows the pattern: presentation, practice and production, far from a communicative approach. Vocabulary, for its part, is presented in isolation, simply relating it to images, but not within a context, even when it is, although not in all cases, related to the topic.

Regarding gamification aspects, no rewards or unlocking of new activities or levels are offered. The main motivation is that this application (paid version) offers its own certification at the end of each level and an official Cambridge English certificate at the end of all levels.

Time management in the activities is, except for the evaluation, without limit, which allows the user to complete them at their own pace. In addition, it allows the user to repeat the activities to improve their score or review the lesson, but only after each activity is finished, they cannot return to the previous question if they want to rectify their answer before completing the activity.

In respect of feedback, this is rather scarce. In the speaking activities and the role-play, the user records themselves so that his recording is later alternated with that of the model audio, but he does not receive an evaluation or personalized feedback. If the user is doing it wrong and does not realize it, they will continue to make the same mistake, since are not warned of it. The same occurs in writing, since, instead of guidelines or clues for solving the exercises, all the answers are made available to the user, so if the user cannot transcribe the audio, they just need to look at the answer and copy it, without considering why. On the other hand, when the user responds correctly to each activity, a phrase such as "well done!" or "very good, you have completed the evaluation!" is simply emitted.

As for motivational aspects, the application allows the user to customize the content for the microsessions section, where specific and current affairs are discussed, authentically using the language. However, even when the user is asked to select the topics of interest, it is impossible to access these resources if the paid version is not acquired. Despite this, in the classes section, where streaming sessions are offered, which cannot be accessed for free, access to their material is allowed, including audios, videos, interactive activities, etc. These can mean a motivation for using the app, as they are available for a limited time, deal with current issues or related to Anglo-Saxon culture,

and allow the user to discuss them, through a chat enabled for it, with other users from all over the world.

The interaction occurs mainly with the app, which responds to the user's stimuli, these being controlled by the type of exercises. The user does not write texts, does not record audios or videos, nor do they express their point of view on the subject, they only respond to the exercises of each lesson. However, as mentioned above, in the classes section despite not being able to access the classes, users are allowed to chat and share content or points of view on the subject.

In aspects of interculturality, a great variety of topics are shown that address both the Anglo-Saxon culture, as well as others in the world, but as these resources are blocked, it is not possible to make judgments about their suitability. However, the app shows a positive attitude towards the congregation of people from all over the world.

Regarding the development of language skills, it could be argued that the most developed may be the receptive: listening and reading, since practically all activities are based on listening to or reading transcribed oral texts and, although writing is also worked on, these exercises do not require production on the part of the user, but a mere reproduction of the stimuli that are offered.

Finally, of the eight multiple intelligences, the most developed are:

- LINGUISTIC, through the repetition of sounds, words, and phrases, using vocabulary and structures in fictitious situations, reproducing a role model, reading a story or listening to a storyteller, giving an opinion on a topic, discussing any topic with other participants.
- LOGICAL-MATHEMATICAL, while choosing an item to match a given description or name.
- MUSICAL, through the discrimination of sounds or words and exposure to different auditory elements.
- INTERPERSONAL in person-to-person activities.
- INTRAPERSONAL, being self-regulated learning, in which the user has to consider their goals to achieve and how to achieve them.

BABEL

Like the other two apps, this one also suggests, before starting to use the resources, to carry out a diagnostic test in order to adapt the content level. This exam, unlike the previous ones, is not a multiple-choice one, but through a series of questions related to how much the user can communicate in different scenarios (little, something, or a lot) and then by way of grading of 5 levels that goes from "I can't even" to "Yes, I can" and that responds to questions more related to the use of language than to specific structures as such. For example, the user is asked if he can understand the basic information of a video without subtitles, if he can make an oral summary of a series, book, or film, if he can use colloquial language in appropriate contexts, or if he can comfortably discuss topics like philosophy or politics. Also, the user is asked what age range they are in, what is their main motivation for learning the language, and how they would like to organize themselves to achieve their goals: how much time they plan to invest per day.

In this, the different levels are divided into 7: First steps, Beginner I, Beginner II, Pre-intermediate, Intermediate, Independent, and Advanced. Each level is made up of between 2 and 5 courses, which in turn are made up of between 4 and 12 lessons. Of these, in the free version, only one lesson per course is allowed; just as in ABA English, a large part of the resources is limited, being offered only for the paid version.

In addition to the "formal" course, 2 review courses are also offered, along with 4 for grammar, 9 for skills development in English for work, 16 about English for work, 6 for oral comprehension and expression, 2 for written comprehension and expression, 7 of people and culture, 6 special courses and 31 courses of words and phrases, which include between 5 and 22 lessons, focused mainly on learning and pronunciation of specific vocabulary. In these courses, a greater use of the mother tongue is made, translating a large part of the content.

Regarding the management of the application, its interface is more complex than the previous ones, so the user must invest more time or be able to deal with digital resources. It uses icons and colors that create a relaxed atmosphere for the user, but the messages and descriptions are a bit longer and more formal than those in the previous apps, so it may not be entirely aimed at an infant audience. Here, the mother tongue is used as well for indications, feedback, warnings, etc., but its use is substantially reduced

in the advanced levels, where the description of the activities, the theory, and the exercises themselves, are presented in English.

Each course includes one or more topics and the activities usually begin with a presentation of what will be seen in the course, including some formal aspects of the language: grammar, functions, examples, etc. This is followed by a text that, although not authentic, offers real information on the subject. From the same, comprehension questions are proposed or others-focused, above all, on meaning (how did that person feel about such a situation? What does it want to convey?). Next, specific vocabulary is presented with its pronunciation and description, which the user can reproduce as many times as they wish. This content will be used later in activities of ordering content blocks, filling in gaps in dialogues, inferring the meaning based on context, filling in theoretical information... Each course is made up of two parts: one in which a topic is exposed and another in which that topic is related to language grammar.

As a plus point, the courses present few exercises from each class and these vary from one course to another, not always being the same, so the learning process and the achievement of each block are streamlined. In addition, audios are always included that show the pronunciation of the word and its meaning.

The level of gamification of the *formal* course is low: no rewards are offered, nor is the user's activity limited to a number of lives or any other condition. Nor are challenges based on time or against other users. However, if the user makes a mistake, the app does allow them to keep trying until they succeed and, once they have done so, congratulates them for it, but does not offer any reward.

It should be noted that, despite being allowed to try as many times as necessary, this item is counted as an error and, at the end of the lesson, a numerical score is given, indicating the percentage of correct answers. Also, if the user leaves the activity, they are allowed to pick it up where they left off or start it again if they wish, and once they finish it completely, they can redo it, in order to improve their score.

Likewise, besides being able to redo each course, the app offers a section to review the pronunciations through audios and contents either speaking, writing, or through flashcards.

The evaluation of the courses, as mentioned above, is numerical; no feedback is given as such, it simply includes a phrase such as "good work" and its translation into the L1. Despite this, during the activities, some questions emit a pop-up window with the correct answer. These contain additional information about said word or expression, for example, if it is used only in a specific country, if it is slang, or has several connotations, etc.

A noteworthy element of this app is the “discover” section, which includes audios (podcasts and audio series), live streaming classes that are updated daily and adapted to the user's level, micro-stories on the L1, curious facts about the Anglo-Saxon culture, and games to review and learn vocabulary; the latter adaptable to several topics. All these resources are very attractive and are updated from time to time to give the user an incentive to continue accessing the app.

Regarding motivational aspects, in addition to those mentioned above, there is the fact that the app makes use of audiovisual resources, mainly images and sounds, which generate an ideal environment for the user to invest time in it, although these could be more attractive and varied in the *formal* course.

It also has a wide range of topics and allows access and downloading of audio series and podcasts on different topics, both in Spanish-English and in full English. Likewise, all podcasts include didactic suggestions for their use and are transcribed for the benefit of the user. The theory, on the other hand, is presented interactively, requesting the participation of the user to complement the necessary information, which may be more attractive than the mere presentation of the information.

The app also allows the user to set goals and be aware of them through a panel in which their progress and achievements are specified, encouraging them to continue working on them.

The interaction as such occurs mainly with the app, which responds to user stimuli. Despite this, the user does not have the opportunity to express their point of view, they only respond to the stimuli provided. The opportunity to interact with other users through forums or chats is neither offered.

As for interculturality aspects, the app shows a great variety of topics that address both the Anglo-Saxon culture, as well as others in the world, including the curious data

section designed, as it is explicitly specified so that the user "learns more about the language through cultural data". Likewise, the micro-stories address inclusive issues, without falling into a stereotypical sight. The graphics and images used in the application also seek to identify with people of all kinds, respectfully and naturally.

Regarding the development of language skills, it could be said that, within the course as such, receptive skills (listening and reading) and a little writing are developed. However, access to live streaming classes allows the development of all skills, requiring the active participation of the subject in real-time. Likewise, it should be noted that in the writing exercises, this app is less permissive than the previous ones in terms of the interchangeable use of lowercase by capital letters or the omission of certain punctuation marks; if the phrase has a typographical error, it is considered incorrect.

Finally, of the eight multiple intelligences, the most developed are:

- LINGUISTIC, through the repetition of sounds, words, and phrases, using vocabulary and structures in fictitious situations, reproducing a role model, reading a story or listening to a storyteller, and answering questions.
- LOGICAL-MATHEMATICAL, while choosing an item to match a given description or name, choosing what goes together and why, creating a hypothesis based on certain information and testing it, or sequencing given elements following a pattern.
- KINESTHETIC, using body language (facial expressions, body positions) during live streaming sessions.
- MUSICAL, through the discrimination of sounds or words and exposure to different auditory elements.
- INTERPERSONAL in person-to-person activities.
- INTRAPERSONAL, when expressing ideas or concerns and considering goals to achieve and how to achieve them in self-regulated learning.

BUSUU

Busuu, like the other apps, begins by asking about the mother tongue and the main motivations of the user to learn the language, to then suggest performing a diagnostic test in order to adapt the contents to their level, being able to place them between A1

(Beginner), A2 (Elementary), B1 (Intermediate) and B2 (Upper-intermediate). Like ABA English, the grading is based on the CEFR, but this app does not address advanced levels. Even when the user is assigned a level, they are still given the possibility of accessing the other levels without having to pass them completely.

In this app, the different levels, organized according to increasing difficulty, are made up of between 35 and 70 lessons, with several revisions and reviews interspersed, in addition to two or three chapters of a series. For its part, each lesson goes from 1 to 4 parts. Besides the “full English course”, there is also 1 short course in pronunciation, 2 in language learning either with videos from the New York Times or articles from The Economist newspaper, and 1 in English for travel and another for business.

Like other apps, this one also has a large part of the resources limited to the paid version, so most of the lessons are partially or completely blocked.

Regarding the handling of the app, its interface is intuitive, although it requires a little time to control it. The design is simpler and it could be said that it is not precisely aimed at a child audience, as it does not have attractive audiovisual elements for this audience, and the themes are rather oriented to a young-adult audience, as can also be seen in the use of resources such as the New York Times or the Economist.

The app is divided into five parts: learn, review, community, notifications, and user profile, the first three being those aimed at teaching-learning. The mother tongue is also always used for instructions, the presentation of the theory, and corrections, whether it is at a basic level or an advanced one; the use of English is limited to semi-controlled or controlled production of activities.

Each lesson includes a different topic and the activities always follow the model: presentation, practice, and production, or as specified by the app itself: vocabulary / discover, dialogue / develop, exam, and conversations/practice. First, a series of flashcards with vocabulary on a topic are presented, which are accompanied by audio with their pronunciation, an example, and their translation to the L1. Next, very simple exercises of joining blocks or filling the gaps are proposed to use said vocabulary, always following a pattern or model shown just before the question. At the same time, grammatical theory of the language is included, always in the mother tongue, and exercises are carried out at the same time, interspersing the vocabulary with the theory.

Once this phase is overcome, the user is taken to practice, which is based on multiple-choice exercises, translation, reading and listening comprehension, transcription of an audio or oral repetition of the same. That is a controlled practice.

However, some lessons include a fourth phase (conversations), in which the user produces short oral or written texts, related to the topic, in order to put into practice the vocabulary and structures that had been learned. These texts are sent directly to the community section, to be evaluated by other users. This last option is perhaps the most attractive resource of the app, as it allows the user to also develop production skills.

Another positive point is that the theory is allowed to be consulted at any time, including during the evaluation, which reduces the user's anxiety levels when solving the exercises, which, moreover, are without time limits, allowing them to complete the activities at their own pace.

Regarding gamification aspects, no rewards are specifically offered so the user can exchange or use them to obtain any additional benefit; nor is the user's activity restricted to a number of lives or opportunities. However, after achieving each lesson, points are awarded and added to the user's personal score and help them rise in the ranking of the app, which increases, weekly, the category of the top 10 positions. In addition, the user is allowed to repeat the activities as many times as they want to improve their score, but this can only be done once each part of the lesson has been finished; they cannot go back to the previous question if they want to correct their answer before completing the activity. Despite this, an indefinite number of opportunities are provided for the user to correctly complete each part of the lesson: if they make a mistake in a question, they continue to solve the rest and, before finishing, the same item is presented again until to issue the correct answer.

Regarding feedback, this is the only, out of the 5 analyzed apps, that has an option enabled to give feedback to other users on pronunciation, stress, spelling, syntax, etc. of their written and oral productions. In the rest of the activities, they do not receive any personalized feedback. If the user makes a mistake, the correct answer is indicated with its translation to L1 through a pop-up window, without explaining why. Thus, if they want to understand the reason for their error, they will have to go to the notes on the topic or seek external help from the app. On the other hand, when the user answers each question

correctly, the drop-down confirms: "correct" and indicates the right option, without delving further. Once each part of the lesson is finished, a "well done!" phrase is simply shown.

In respect of motivational aspects, the lessons are short and, by making use of very varied resources such as videos, flashcards, short audios, dialogues, or short texts, they are very dynamic. The app also allows the user to add bookmarks to the words they want to review, so they can better organize those topics that are not very clear and access them easily. These reviews can be done at any time and can be done through vocabulary cards or translation exercises. In addition, as mentioned above, the user receives both points based on their progress and ratings and recognition from other users, which rise them in the ranking of the app and therefore increase their security and interest in continuing to use the resources.

Interaction is possibly the greatest strength of this app; it occurs both in a user-app and user-user form. As stated above, it specifically has a section (community) where audios or texts are shared among users from all over the world, in order for them to give each other feedback and interact. They can even give "like" to the comments of other users and award prizes for the best corrections, raising their ranking within the community. Users will also be able to send friend requests, in order to share content not with the entire community, but with a specific user.

As for aspects of interculturality, the app disposes of a great variety of topics that address both the Anglo-Saxon culture, as well as others in the world, but since these resources are blocked, no judgment can be made on their suitability. However, the app shows a positive attitude towards the concurrence of people from all over the world.

Regarding the development of language skills, it could be argued that the user can work on both listening and reading, mainly through the activities proposed in the lessons, such as writing and speaking in the tasks shared between users. In addition, it should be noted that a large part of the texts, both oral and written that are used are authentic, and if they are not, they offer real information on the subject. Likewise, not all the exercises are based on the mere translation of the sentences, but also exercises of comprehension and use of the structures in everyday situations are proposed.

Finally, of the eight multiple intelligences, the most developed are:

- LINGUISTIC, through the repetition of sounds, words, and phrases, using vocabulary and structures in fictitious situations, reproducing a role model, telling a story, reading a story or listening to a storyteller, giving an opinion on a topic, discussing any topic with other participants, and writing short stories, articles or, descriptions.
- LOGICAL-MATHEMATICAL, while choosing an item to match a given description or name, expressing similarities and differences between given elements, sequencing given elements following a pattern.
- MUSICAL, through the discrimination of sounds or words and exposure to different auditory elements.
- INTERPERSONAL in person-to-person activities, when giving feedback or advice, and teaching others something.
- INTRAPERSONAL, expressing feelings, ideas or concerns and considering goals to achieve and how to achieve them in self-regulated learning.

MEMRISE

To start using the app, the user has to choose between two levels: beginner or intermediate. Next, a diagnostic test is carried out to adapt the content level, although this is rather short and not very progressive in terms of the difficulty of the items to be evaluated, so the assigned level may not correspond to the real needs of the user, mainly for an intermediate-advanced level. This, as a consequence, could generate a loss of interest in the app, since it does not represent a real challenge for the user. Despite this, there is the possibility of taking a test at the end of each of the available sections to open the next one without having to overcome all the previous challenges. The free version has 7 levels, each one with a repertoire that ranges between 140 and 779 words or expressions, distributed between 10 and 46 sections or topics, not all of which are completely accessible. The app also offers a grammar course, but it is only available for the paid version.

Regarding the handling of the app, its interface is very intuitive and, in addition, before starting to use it, it guides the user without the need for them to have to search for

the functions. That is why it can be suitable for any audience, whether or not they have a domain of digital resources.

This app, unlike the others, does not use the user's L1, all indications, feedback, notices, etc., are in English, whatever language is chosen, which can lead to a problem, especially when neither the user's mother tongue nor the target language is English. But one relatively bright point is that, within the offer of a language, there are several alternatives, for example, there is the option of choosing English from the United States or English from the United Kingdom, which broadens the user's possibilities and provides more specific content.

The activities as such are based solely on the presentation of a series of words or expressions through an audio or video clip and their translation into the mother tongue. Among these, the user has to specify if he already knew them, to discard them or if he has learned them at that time. Then, of those that had been selected as new, a series of multiple-choice exercises with text or audio, and content blocks or letters, in which the user will simply relate the word or expression with its pronunciation or meaning in L1 will be presented. Therefore, being highly repetitive exercises and in which, a question-answer interaction is not established, much less the vocabulary that is the object of learning is contextualized, it is tedious to maintain interest and questionable whether the learning is significant. As the name of the app suggests, learning is more based on memorization by repetition.

In addition, although the different lessons are related to a topic, it is not treated as such, it simply makes use of expressions that contain related vocabulary, but a situation in which it can be used is not even contextualized. As with Duolingo, it is assumed that when the word or phrase is translated, the user will automatically relate it to a context.

A positive aspect is the high gamification component of the app: each achievement or correct answer yields a series of points as a reward that is added to the user's personal score and that helps them to move up a category in the global ranking of the app. Likewise, an indefinite number of opportunities are provided for the user to complete the lesson: if a term is wrong, the flashcard is presented again with its pronunciation, writing, and translation, and then another exercise with that word; like this until the user emits the correct answer. Besides, while the base activities are time-limited, allowing the user to

complete them at their own pace, there are also time-trial challenges tied to a series of "lives".

Another noteworthy issue is that each word is identified with an avatar of a seed that, depending on the progress that the user has with that word, grows until it blooms and goes to the section of mastered words. If the user continues to make mistakes in the exercises, the outbreak will remain the same to encourage the user to continue practicing with that word, through the review section. However, a disadvantage is that if the user marks a term as known, they will not be able to access it if they want to.

Regarding feedback, when the user makes a mistake, the word is shown again with its pronunciation and meaning in the mother tongue, to then propose another exercise for the user to rectify, however, no personalized comment is made addressing the mistake. On the contrary, when they respond correctly, a pleasant sound is emitted and the plant avatar grows. Once the block of exercises is finished, a window is displayed that invites the user to continue and that indicates if they have met their daily goal.

With regard to motivational aspects, the app makes use of audiovisual resources, mainly backgrounds and sounds, which create an ideal environment for the user to spend time on it. In addition, the user receives points based on their progress, which rises them in the global ranking, being able to share their achievements on their social networks.

The user can also establish their own goals, customizing the number of words that they want to learn per day: 5, 15, or 30 and select those that they consider difficult, to later review them as much as they want, which gives them greater control of the contents that want to keep in mind.

Interaction occurs mainly with the app, which automatically responds to user stimuli, these being of a controlled type. The user does not make texts, does not record audios or videos, nor does express a point of view, they only respond to the stimuli that are presented.

As for interculturality aspects, although the app shows people of all kinds in the vocabulary presentation videos, the reality is that intercultural elements are not integrated.

Concerning the development of language skills, it could be affirmed that writing and speaking are hardly involved, mostly speaking, as users only have to write of

some words, from time to time; the latter only if the user requests it, otherwise, it is not required in the *base* activities. Listening and reading, on the other hand, are developed through activities based on listening or reading the words or phrases to select an element related to them, be it their transcription or translation, but they are not involved in more complex activities either.

Finally, of the eight multiple intelligences, the most developed are linguistic, through the repetition of sounds, words, and phrases, and reproducing a role model; the intrapersonal being self-regulated learning, in which the user himself has to consider the goals that he wishes to achieve and how to achieve them; the logical-mathematical with some matching elements exercises, and the musical, through the discrimination of sounds or words and exposure to different auditory elements. Of the rest, hardly any stimuli are presented.

5. Discussion and conclusions

In order to keep fulfilling the mission of getting competent graduates, the incorporation of an ever-growing repository of digital resources is becoming an urgent need for the educational system in the face of a fundamentally technological world.

Even though recent generations have grown up with digital media, this does not mean that they use it efficiently. It is a fact that, along with the Internet, it exposes us to a great deal of negative, erroneous, and even dangerous information, but ignoring its influence and importance in modern life is not the solution to the problem; the lack of information can have just as or more serious consequences. Hence, it is important to familiarize and train people in the use of digital media; the new generations are eager to make use of it, so what better opportunity for its incorporation into education?

To increase the possibilities that its use will provide true value to education, it is essential, in the first instance, to detect which resources are appropriate for the specific needs of each user or, in institutional terms, which are adapted to the school's educational project. Therefore, a fundamental issue is to provide teachers with resources for a critical analysis of these apps to be implemented in the classroom, this being precisely one of the incentives of this work, along with the analysis of the apps themselves, in order to recommend the most comprehensive and versatile.

Based on the foregoing, and thanks to the fact that the data provided by the analysis carried out and those obtained from the surveys, mostly coincide, it has been possible to verify, on the one hand, that the rubric complies with its applicability and objectivity claims. This also leads us to confirm the flexible nature of the tool, as it can adapt to both the knowledge of a teacher and a potential user, without the need for them to have pedagogical preparation. In addition, by including a wide spectrum of aspects to be evaluated, it has managed to provide a less general view of the apps, in order to avoid the simplistic evaluation of them, that is, whether it is good or bad and, on the contrary, it allows to highlight their strengths or weaknesses, with the intention that these resources be used in a complementary and not unique way.

On the other hand, and this being the backbone of the dissertation, we can conclude that of the apps analyzed, the ones that stand out according to the educational principles set out are:

• **GAMIFICATION**

Without a doubt, the app that includes the most gamification elements in its design is, by far, Duolingo. It complies with a large part of the elements mentioned by Raph Koster (2005), highlighting the following:

- System, since a score is linked to actions, and actions are limited by rules.
- Players, as the user interacts with the content, and the act of playing often results in learning.
- Challenge, because the user has to achieve goals and results, overcoming achievable challenges so that they continue trying to reach the winning state.
- Rules, which define the sequence of play and the winning state.
- Interactivity, since the user interacts with the system, and with the content during the activities.
- Direct feedback, provided instantly, and with which the user is able to attempt corrections.
- Quantifiable outcome, as the winning state is concrete. The user clearly knows when they have won or lost.
- Emotional reaction, as stated by the surveyed users that felt emotionally involved while interacting with the content.

However, it falters in one of the most important aspects of gamification: creating meaningful learning experiences. Being its main drawback, stagnating in mechanical learning.

• **MOTIVATION**

This can be a subjective matter to a certain extent, since the motivation will depend, to a large extent, on the user, their needs, goals, and preferences. However, taking into account that stimuli represent a key element of motivation, we can conclude that all, to a greater or lesser extent, make use of audiovisual resources, highlighting in this regard, Duolingo and Memrise, with very colorful and interactive designs that create an ideal environment

for the user to spend time using them. Also, they all include a wide variety of themes that, although they are not customizable to user preferences, can cover a wide range of tastes.

In addition, the lessons are generally short and use different resources such as audios, videos, pictures, texts, etc., so they tend to be dynamic, although most of them become repetitive at some point. In this regard, Babbel stands out, varying the activities from lesson to lesson, as well as offering additional resources such as micro-stories, games, podcasts, curious facts articles, or live streaming sessions; resources that encourage the user to explore the possibilities offered by the app and not focus solely on solving the course as such.

Finally, another noteworthy aspect in this regard is the use of achievement boards and global rankings, which motivate the user to improve their statistics and "compete" with others in terms of expertise in the language. Other than ABA English, all apps have one of these, but Duolingo, Busuu, and Memrise are the ones that exploit it the most at a competitive level.

In short, the app with the fewest motivational aspects, in terms of stimuli, could be considered ABA English.

• **INTERACTION**

The app that stands out above the others in this regard is Busuu, by enabling interaction between users so that they share exercises, both oral and written, with a native speaker in order to receive personalized feedback.

In addition, by creating a kind of social network, in which users can send friend requests to others, "reward" their feedback with a like or honors, which allow them to increase their status, they can meet people from all over the world and ask their opinion by expressly sending them exercises, or receiving some from them.

Other apps, such as Babbel or ABA English offer resources such as live-streaming sessions or chats respectively, which allow the user to interact with the teacher and other users, exchanging information on a specific topic. However, the free versions of them considerably limit the accessibility to these resources, so they cannot be considered as their strengths for the present work.

In contrast, the app that offers the least interaction is Memrise, where this occurs only with the app itself, which automatically responds to user stimuli, all of which are controlled.

- **INTERCULTURAL APPROACH**

Despite the fact that in general, all the apps show a positive attitude towards the concurrence of people of all kinds, most of the content does not exploit the culture of either Anglo-Saxon or that of the users, being only approached anecdotally.

However, since the treatment of issues such as cultural, sexual, or functional diversity is a fundamental issue to achieve true social progress, the podcasts and micro-stories from Babbel stand out, which address these issues with greater prominence and on an ongoing basis, changing from time to time.

- **COMMUNICATIVE APPROACH**

None of the apps analyzed base the teaching-learning process on a communicative approach, practically all focus on the use of structures and vocabulary, and the transmission of content through the Presentation-Practice-Production structure.

However, in reference to the communicative approach, we can point out the features of two apps: Babbel and Busuu.

The first, unlike the rest, makes use of translation only as scaffolding, considerably reducing its use as the level increases, so that, in the more advanced levels, the user has to use the language not only within the activities but for the management of the app.

For its part, Busuu, by including activities focused on the production of oral or written texts, and these being assessed by native speakers, gives rise to a vision more oriented towards meaning than accuracy in the use of the language.

Finally, both stand out from the rest due to the use of authentic or contextualized resources, which allows the user to use the language in feasible situations in order to later transfer them to everyday life.

- **SKILLS DEVELOPMENT**

Overall, the 5 apps promote, particularly, the development of receptive skills: listening and reading, since practically all activities are based on listening or reading sentences or short texts to translate or rephrase them, which could be considered as production. However, speaking and writing are scarcely developed as the user only has to order blocks of content or repeat phrases aloud, falling into a mere reproduction of the stimuli.

Nevertheless, Babbel and Busuu are characterized by including not only mechanical activities but also exercises in understanding and using structures in everyday situations. In addition, the latter stands out for the inclusion of activities for the production of oral or written texts, which no other includes.

- **MULTIPLE INTELLIGENCES DEVELOPMENT**

Finally, in this sense, no app barely includes stimuli of a naturalistic, visuospatial, logical-mathematical or kinesthetic type; most of them focus on the following:

- **LINGUISTIC**, through the repetition of sounds, words, and phrases, reproducing a role model, reading or listening to a story, or discussing any topic with others as happens in Babbel and Busuu.
- **MUSICAL**, through the discrimination of sounds or words and exposure to different auditory elements.
- **INTERPERSONAL** in person-to-person activities, and when giving feedback or advice, in the case of Babbel and Busuu.
- **INTRAPERSONAL**, being self-regulated learning, in which the user has to consider their goals to achieve and how to achieve them.

It is thus concluded that of all the apps analyzed, the most comprehensive ones are Babbel and Busuu. However, both may be less attractive than Duolingo or Memrise to a child audience, mainly due to the gamification factor. Despite this and, as has been mentioned before, it is questionable whether the latest manage to create meaningful learning experiences, stagnating in merely mechanical and decontextualized learning.

However, no app represents the panacea for m-learning and, therefore, it is desirable to complement them, in order to exploit their strengths and supply the weaknesses. In addition, it should be borne in mind that these types of resources should be understood as useful tools in the teaching-learning process, but being part of a well-structured didactic concept, not being used solely to appear innovative, especially when, as mentioned above, language learning should focus on the learner and on their ability to use language effectively.

Whatever the trend we adopt, when going for an app, it is important to heed that it must work as a facilitator of learning scenarios, create situations in which knowledge and skills are implemented, it must also differentiate between the skills of the users, their needs and interests, provide opportunities for them to synthesize procedural knowledge rather than focusing on the mere distribution of declarative knowledge and the mechanical evaluation of it. In short, it must fulfill its mission, teach English, with all that entails.

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Appendices

Appendix I - Rubric designed for the analysis of apps aimed at teaching English.

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.	The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.	The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.	The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.
	The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or computer skills.	The app's interface is intuitive for the user, although some time has to be spent to use it properly.	The app's interface is not entirely intuitive, so the user has to invest time to use it properly.	The app's interface is very complex. The user cannot manage easily.
	The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.	Levels are clear but sometimes it isn't specified when each one begins or ends.	The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.	There are no defined levels. The user is unable to know when each one starts or ends.
	It is clearly stated the sequence of play and the winning state.	The sequence of play and the winning state is stated but there are some gaps that the user has to deduce.	Certain guidelines and rules are established, but they are very rare.	There are no clear rules on use or procedures. The user must figure out how to deal with it.
	The activities provide challenge so the user continues to try to	The activities provide challenge for the user, who	The activities get boring after a while as the challenge doesn't last long or	The activities become boring as there is no

	achieve the winning state.	feels apt to overcome it.	turn out to be too difficult.	challenge for the user.
GAMIFICATION	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instructions given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start the level again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.
	The user is given enough time to accomplish the assigned duties. In addition, time can be regulated by the user in order to adapt it to their needs.	The user is given enough time to achieve the assigned duties, but they cannot regulate it in order to make it more or less demanding.	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and not always succeed.	Time doesn't fit the requirements of the work. The user cannot finish the duties.
	If the app has activities in which several users participate	In most activities with multiple users, the roles of	In most activities with several users, the roles of the participants are	In activities with several users, the roles of the participants are

	simultaneously, their roles are clearly defined.	the participants are defined.	defined, but the explanation is not entirely clarifying, having to infer some things empirically.	not defined, having to deduce functions empirically.
GAMIFICATION	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such.	There is no type of reward granted to the user for achieving the objectives or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user.	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.
	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/ do over, once everything is done.	User is not allowed to replay / do over.
	The app provides continuous support to the user in relation to management or what is related to learning the	The app provides support to the user in relation to management or what is related to learning the language as such, although	The app provides limited/sporadic support to the user in relation to management or what is related to learning the language as such,	The app doesn't provide support in relation to management or what is related to learning the language as such. The user must

GAMIFICATION	language as such.	the explanations can be brief at times.	although the explanations can be brief at times.	figure out these questions by themselves.
	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users.	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.
	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking) are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness.	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.
	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment and other specific measures to complete each level successfully. (achiever)	The activities are aimed at the user spending time and knowing everything about the mechanics, so generally these aren't time-limited.	The activities are aimed at the user being part of a group when solving them and/or being part of a community and interacting with other users.	The activities are aimed at the user competing with others to earn points and status with respect to these, in order to determine that they are superior/ the best. (killer)

		(explorer)	(socializer)	
	The app's interface and the activities include a scenario.	The app's interface and the activities include backgrounds.	The app's interface and the activities include add background music.	The app's interface and the activities include sound effects.
MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.
MOTIVATION	The different visual and auditory resources are the main incentive for the user to continue through the different levels.	The activities manage to maintain user's attention and interest, thanks to the use of different visual and auditory resources.	The activities manage to captivate the user, but their visual or auditory resources become redundant and boring, so the user loses interest on them.	The activities use very few visual or auditory resources, so they become monotonous and unattractive for the user.
	Rewards are essential for the user, being these the main incentive to overcome obstacles and	The rewards offered drive the user to overcome the challenges and fulfill the	Some of the rewards are alluring. However, they aren't the main motivation to overcome	Rewards don't incentivize the user to overcome obstacles, so they

	fulfill the activities or levels.	activities or levels.	obstacles and fulfill the activities/levels.	don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.
INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.
	ITEM		YES	NO
INTERACTION	The app's interface allows exchanging comments with the app itself (server).			
	The app's interface allows exchanging comments, suggestions and questions between users.			
	The app's interface allows the user to revise and improve his own content based on other users' feedback.			
	The app offers real-time interaction resources such as video call or chat.			

	The app offers open sessions that users can join.		
	The identity of the users is protected, so that the information that is shared with other users is only what they want.		
	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.		
INTERCULTURAL APPROACH	ITEM	YES	NO
	The app content includes elements of the user's culture.		
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.		
	Topics related to world's different cultures are discussed.		
	Users from different cultures meet in virtual reality by using email or chat programs.		
	Stereotyped views and social prejudices are avoided in the topics or the app's interface design.		

COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.	The app focuses on explaining grammar in detail.
	Translation, if present in lessons or activities, is used as the last resource for understanding.	Translation is always present in the lessons or activities, being the main resource for learning.
	Lessons and activities pay attention to context to tailor message and language as needed.	Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.
	The activities focus on meaning.	The activities focus on language accuracy.
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.	Grammar rules, vocabulary and the use of the L2 are the central features of the activities.
	Different levels usually follow a pre-task / task / post-task structure.	Levels usually follow a Presentation, Practice and Production pattern.

LANGUAGE SKILLS

LISTENING SKILL	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn't a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.
	The app requests the user's point of view after some audio or video, even asking them to repeat, in their own words, what is said.	The app sometimes requests the user's point of view after some audio or video. It can also ask them to recall what is said.	The app gives very few opportunities for the user to express their point of view after some audio or video, as well as to recall what is said.	The app never asks for the user's point of view after any audio or video, nor does it ask them to repeat what is said.
	Authentic oral texts are part of	Most of the oral texts that are part	Most of the oral texts that are part	Most of the oral texts that are part

	the explanations or activities.	of the explanations or activities are authentic. If they are not, they are well contextualized.	of the explanations or activities are not authentic, but they are contextualized.	of the explanations or activities are not contextualized and even contain errors.
LISTENING SKILL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Summarizing by repeating the main points of an audio message.			
	Predicting what will happen next after exposing certain arguments in an audio or video.			
	Engaging the user in a real time conversation.			
	Following instructions from an audio or video to achieve something.			
	Asking for the general idea about a topic that has been			

	presented by audio or video.			
	Asking for the specific information that has been presented by audio or video.			
	Answering questions asked orally.			
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said.	The app sometimes requests the user to express orally their point of view and recall what is said.	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level

	Producing sound patterns after exposure.			
	Using specific vocabulary for oral productions.			
	Using specific intonation patterns in oral productions.			
	Organizing thoughts in a logical sequence to expose them orally.			
	Selecting appropriate words and sentences according to the setting and subject.			
SPEAKING SKILL	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			
	Engaging the user in an interview.			
	Narrating a real or imaginary situation orally.			
	Describing a person or object orally.			

	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.			
	Retelling a story or some information that has been read previously.			
READING	Drawing conclusions based on what is stated in a written text.			

	Organizing the information in a written text.			
	Answering specific questions about a written text.			
	Answering open questions about a written text.			
	Answering yes/no questions about a written text.			
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.			
	Using specific intonation patterns while reading.			
WRITING	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are	Most of the written texts that are part of the explanations or activities are not authentic, but they	Most of the written texts that are part of the explanations or activities are not

		authentic. If they are not, they are well contextualized and written.	are contextualized and correctly written.	contextualized and even contain errors.
WRITING SKILL	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.
	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			
	Writing letters to friends or family members.			

	Writing news or creating journals.			
	Writing short stories.			
	Writing notes and short messages.			
	Manipulating a text (handwriting, spelling and punctuation).			
WRITING SKILL	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding, emphasizing a point, explaining or clarifying a point already made or anticipating an objection.			
	Expressing information in writing.			
MULTIPLE INTELLIGENCES				
LING	Includes one or more of the	More than three times per level	Two or three times per level	Once per level

	following and to what extent.			
	Repeating sounds, words or phrases.			
	Using vocabulary and structures in fictitious or real situations.			
	Using formal speech, reproducing a role model.			
	Telling a story.			
	Reading a story or listening to a storyteller.			
	Answering questions raised directly or indirectly.			
LINGUISTIC INTELLIGENCE	Giving an opinion on a topic.			
	Discussing any topic with other participants.			
	Transferring information from one person/place to another.			
	Completing crosswords.			
	Reproducing symbols, words or phrases in written form.			

	Writing short stories, news, announcements, articles, essays.			
	Writing the lyrics of a song.			
	Creating poems or riddles.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).			
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			
LOGICAL-	Choosing an item to match a given description or name.			
	Naming categories for different elements (pictures or			

words) previously categorized or not.			
Naming multiple items of a given category.			
Choosing what doesn't belong and why, what goes together and why.			
Expressing similarities and differences between given elements.			
Creating a hypothesis based on certain information and testing it.			
Sequencing given elements following a pattern specified verbatim or not.			
Creating a timeline with given or retrieved information.			
Applying a certain formula to achieve something.			
Solving puzzles or riddles.			

SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			
	Painting elements based on specific instructions or guidelines.			
	Locating places or features following instructions.			
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			
	Labeling elements through			

	words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			
KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			
	Dancing following a role model, specific guidelines or autonomously.			
	Jumping.			
	Touching interactive elements.			
	Moving through material spaces.			
	Searching for items related to the activity.			
	Using body language (facial			

	expressions, body positions).			
	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.			
	Perceiving different auditory elements.			
	Expressing sounds (onomatopoeias).			
	Creating songs, chants or jingles.			
	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			
INTERPERSONAL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Giving feedback to others.			

	Giving advice to others.			
	Person-to-person activities.			
	Interviewing people about any topic.			
	Teaching other users something.			
	Acting in a play.			
INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.			
	Setting goals or expectations.			
	Projecting feelings or ideas onto a character, avatar, person, animal or object.			
	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.			
	Writing an autobiography.			

	Writing a journal.			
	Thinking strategies to achieve goals.			
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			
	Presenting environmental care ideas.			
	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			

Appendix II – Sources through which the apps under study were selected.

Google

aplicaciones gratuitas para aprender inglés

Q All Videos Images News Maps More Settings Tools

About 5,400,000 results (0.60 seconds)

Tip: Search for English results only. You can specify your search language in Preferences

10 Aplicaciones para aprender Inglés gratis

- Duolingo.
- ABA English.
- Babbel.
- Busuu.
- Memrise.
- Rubi Rei.
- Rosetta Stone.
- Quizlet.

[More items...](#)

<https://trabajarporelmundo.org> › 6-aplicaciones-para-apre...

10 Aplicaciones para aprender Inglés gratis - App para ...

About featured snippets · Feedback

People also ask

¿Cuál es la mejor aplicación gratis para aprender inglés?

¿Cuál es la mejor aplicación para aprender inglés?

¿Dónde puedo aprender inglés gratis en Internet?

Feedback

<https://play.google.com> › apps › details · [Translate this page](#)

Duolingo - Aprende inglés y otros idiomas gratis ... - Google Play

¡Aprende inglés, francés, italiano, alemán y portugués con los cursos gratis de Duolingo!

"Entre las aplicaciones para aprender o practicar idiomas, no hay nada ..."

★★★★★ Rating: 4.6 · 11,043,816 votes · Free · Android · Educational

Videos

Aprender inglés: las 5 mejores apps GRATIS

YouTube · CNET en Español
Mar 9, 2020

LAS 6 MEJORES APPS PARA APRENDER INGLES GRATIS ...

YouTube · Dynamic English
Jul 1, 2020

10 key moments in this video

<https://www.britishcouncil.es> › blog · [Translate this page](#)

Aplicaciones para aprender inglés gratis online | British Council

26 julio 2018 - 17:00. Share this. Email · Facebook · Twitter · LinkedIn · Duolingo. Te ofrece la posibilidad de empezar como principiante o hacer una breve ...

<https://www.cnet.com> › mejores-apps-aprender-ingles

aplicaciones para aprender inglés - CNET

No information is available for this page.
[Learn why](#)

<https://www.educaciontrespuntocero.com> › ... · [Translate this page](#)

Recopilamos las mejores apps para aprender inglés

May 11, 2021 — Estas son las mejores apps para aprender inglés o mejorar tu dominio del mismo. Gratuitas, tanto para mayores como para niños. ... Estas aplicaciones para móvil resultarán muy útiles para que aprenda nuevos ...

<https://psicologiyamente.com> › mejor... · [Translate this page](#)

Las 11 mejores Apps para aprender inglés - Psicología y Mente

1. Ororo.tv. Ororo. · 2. Babbel. Esta app es una de las más conocidas para aprender idiomas, entre ellos el inglés, que es uno de los más interés despierta · 3.

<https://whatsup.es> › blog › las-mejore... · [Translate this page](#)

Las mejores apps para aprender inglés | What's Up!

Existen apps para aprender inglés que son el complemento ideal a tus clases y a ... ¡Reserva 10 minutos de tu día para practicar inglés con una de estas 7 aplicaciones! ... Se actualiza de manera periódica y además es completamente gratis.

Appendix III - Survey created from the designed tool (rubric), for its implementation among the general public.

1 Evaluación de apps móviles para aprender inglés

¿En qué rango de edad te encuentras?

- ☐ 17-21 años
- ☐ 22-26 años
- ☐ +26 años

¿Tienes formación en Magisterio en Educación?

¿CUÁL?

SÍ

- ☐ ----
- ☐ ESTOY CURSANDO 1º
- ☐ ESTOY CURSANDO 2º
- ☐ ESTOY CURSANDO 3º
- ☐ ESTOY CURSANDO LA MENCIÓN
- ☐ ESTOY GRADUADO

NO

- ☐ ----
- ☐ NO TENGO FORMACIÓN EN MAGISTERIO

¿Qué aplicación has elegido?



Duolingo



ABA English



Busuu



Babbel



Memrise

¿Por qué motivo la has elegido?

- ☐ Al azar
- ☐ Me la han recomendado
- ☐ El logo me llamó la atención
- ☐ Su descripción me llamó la atención
- ☐ Es la más popular

Por favor, elige la opción que consideres más adecuada.

La app...

- ☐ Pregunta mi nivel de inglés para personalizar el contenido.
- ☐ Solo pregunta mi nivel de inglés en algunas actividades o niveles.
- ☐ No pregunta mi nivel de inglés, por lo que algunos ejercicios son más fáciles/difíciles de resolver de lo que esperaba.
- ☐ No pregunta sobre mi nivel de inglés, por lo que las actividades son excesivamente fáciles/difíciles de resolver.

Los niveles...

- ☐ Están definidos y tienen un grado creciente de complejidad.
- ☐ Son claros, aunque a veces no se especifique cuándo comienza o termina cada uno.
- ☐ No es del todo claro cuándo comienzan o terminan algunos.
- ☐ No hay niveles definidos.

En la distintas actividades o niveles...

- ☐ Se indica claramente la secuencia de la actividad y cuándo uno ha ganado.
- ☐ Se indica cuándo uno ha ganado, pero a veces no se explica muy bien la secuencia de la actividad (hay que deducirla).
- ☐ Pocas veces se establecen pautas y reglas para las actividades.
- ☐ No existen reglas claras, hay que deducir cómo resolver las actividades. Tampoco se especifica nada cuando uno gana.

Las actividades...

- | | | | |
|--|---|--|---|
| Suponen un reto que me motiva a seguir intentándolo si no lo consigo. | Suponen un desafío, que considero al alcance de mis posibilidades. | Se vuelven aburridas después de un tiempo, ya que el desafío no dura mucho o resulta demasiado difícil. | Se vuelven aburridas ya que no hay ningún desafío. |
|--|---|--|---|

Las actividades...

- ☐ Me generan emociones (alegría, curiosidad, frustración) que me motivan a seguir.
- ☐ Me generan emociones (alegría, curiosidad, frustración), aunque no son el principal motivo para seguir.
- ☐ Llegan a generarme emociones (alegría, curiosidad, frustración), aunque de forma breve.
- ☐ No me provocan ninguna emoción.

En la app...

- ☐ Interactúo constantemente con otros usuarios y con la app.
- ☐ Interactúo con otros usuarios y con la app, si así lo deseo.
- ☐ Algunas actividades o materiales son interactivos, pero la mayoría no.
- ☐ No hay interacción de ningún tipo.

Las instrucciones que se dan durante cada nivel...

- ☐ Son claras y la app me permite consultarlas en cualquier momento.
- ☐ Son claras, aunque solo se exponen al inicio del nivel, y no se pueden consultar sin tener que empezar de nuevo el nivel.
- ☐ No siempre claras. Si tengo dudas, he de resolverlas yo solo durante cada nivel.
- ☐ No son claras o no las hay. Tengo que deducir muchos procedimientos a lo largo de cada nivel.

Respecto al tiempo en las actividades:

Tengo tiempo suficiente para realizar las tareas. Además, el puedo regularlo según lo necesite.

Tengo tiempo suficiente para realizar las tareas.

Termino las actividades con dificultad, debido al tiempo que se me da para resolverlas.

El tiempo no se ajusta a los requisitos del trabajo. No puedo terminar las tareas.

Si hay actividades en las que participan varios usuarios simultáneamente:

- ☐ Los roles están claramente definidos y se pueden consultar en cualquier momento.
- ☐ Los roles están definidos.
- ☐ En la mayoría se definen los roles, pero la explicación no es del todo clara
- ☐ Los roles de los participantes no están definidos, debiendo deducir las funciones empíricamente.
- ☐ No hay actividades en las que participan varios usuarios simultáneamente.

Al finalizar las actividades...

- ☐ Se da una puntuación numérica o alguna frase.
- ☐ La mayoría de las actividades y niveles dan una puntuación, pero no todas.
- ☐ Sólo algunas actividades o niveles dan una puntuación.
- ☐ No se proporciona puntuación para ninguna actividad o nivel.

Si consigo los objetivos de la actividad...

- ☐ Se me otorga una recompensa (bonificación, vidas, más tiempo disponible, dinero virtual, etc.)
- ☐ A veces me supone una recompensa.
- ☐ Puedo recibir recompensas, pero generalmente no las hay.
- ☐ No existe ningún tipo de recompensa por lograr los objetivos.

Sobre el feedback (retroalimentación):

- ☐ Hay una retroalimentación instantánea y útil, para todo lo que hago.
- ☐ Hay una retroalimentación constante y clara, pero no es necesariamente instantánea.
- ☐ A veces se proporciona retroalimentación, pero es escasa o poco útil.
- ☐ No hay ningún tipo de retroalimentación.

¿La app es intuitiva? ¿Se usa fácilmente sin importar mi nivel de inglés o mis habilidades informáticas?



Al final de la actividad:

- ☐ Puedo volver a jugar o repetir la actividad para mejorar.
- ☐ Puedo volver a jugar o repetir la actividad, aunque ya se haya registrado mi resultado.
- ☐ Solo puedo repetir una vez que termino todo el curso.
- ☐ No puedo repetir las actividades en ningún momento.

En general, la app...

Proporciona un soporte continuo en relación al funcionamiento o con el aprendizaje del idioma.

Proporciona un soporte continuo en relación al funcionamiento o con el aprendizaje del idioma, aunque las explicaciones son breves en ocasiones.

Brinda un apoyo limitado.

No proporciona soporte de ningún tipo.

Elige uno o más de los siguientes, según consideres.

- ☐ Las actividades me enfrentan a la app.
- ☐ Las actividades me enfrentan a otros usuarios.
- ☐ Las actividades requieren la cooperación de varios usuarios para resolverse.

Elige uno o más de los siguientes, según consideres.

- ☐ En las actividades intervienen dados, peonzas, naipes, ruedas de ruleta o bolas numeradas.
- ☐ La actividad se centra en una simulación, en la que hay que utilizar ciertas habilidades y estrategias.
- ☐ Las actividades se basan en series de preguntas, rompecabezas o crucigramas.

Elige uno o más de los siguientes, según consideres.

- ☐ Las actividades me sumergen en una historia, en la que tengo un rol.
- ☐ Las actividades se centran en diferentes formas de concursos y colaboración entre varios usuarios.
- ☐ Las actividades se centran en superar los desafíos, progresar y obtener recompensas.

Elige uno o más de los siguientes, según consideres.

- ☐ Las actividades están dirigidas a obtener puntos, recompensas, niveles, etc.
- ☐ Las actividades están dirigidas a pasar el tiempo.
- ☐ Las actividades están pensadas para formar parte de un grupo e interactuar con otros usuarios.
- ☐ Las actividades están dirigidas a competir con otros para ganar estatus y definir quién es el mejor.

Elige uno o más de los siguientes, según consideres.

- ☐ La app y las actividades incluyen un escenario.
- ☐ La app y las actividades incluyen fondos.
- ☐ La app y las actividades incluyen música de fondo.
- ☐ La app y las actividades incluyen efectos de sonido.

La app

- ☐ Permite al personalizar el contenido de acuerdo a mis preferencias.
- ☐ Permite personalizar el contenido de acuerdo a mis preferencias, pero no en todos los niveles.
- ☐ No permite personalizar el contenido o los recursos, pero cubre una amplia gama de temas.
- ☐ No permite personalizar el contenido. Los temas no son muy variados y no resultan muy atractivos.

En lo que respecta al "ambiente"

La app promueve un ambiente creativo, amigable y relajado.

La app promueve un entorno creativo, amigable y relajado, aunque podría mejorarse en algunos aspectos.

La app no promueve un buen entorno. Si utilizo la app sería por cuestiones prácticas, no porque realmente me guste.

La app no promueve un buen entorno. No utilizaría esta app.

Sobre el uso de recursos audiovisuales:

Los recursos visuales y auditivos son el principal motivo por el que usaría la app.

El uso de diferentes recursos visuales y auditivos logran mantener mi atención e interés.

Las actividades logran cautivarme, pero sus recursos visuales o auditivos se vuelven redundantes y aburridos.

Las actividades utilizan muy pocos recursos visuales o auditivos, por lo que se vuelven monótonas.

Las recompensas ofrecidas:

- ☐ Son el principal incentivo para superar obstáculos y cumplir con las actividades o niveles.
- ☐ Me impulsan a superar los desafíos y cumplir con las actividades o niveles.
- ☐ Algunas son atractivas, pero no son la principal motivación para cumplir con las actividades.
- ☐ No me incentivan a superar los obstáculos. Me da igual conseguirlas o no.

¿Me siento tan cómodo con la app, que incluso pierdo la noción del tiempo?



En la app...

- ☐ Puedo compartir cualquier tipo de contenido (imágenes, videos, audios, textos...) con otros usuarios y con la app.
- ☐ En ciertos niveles puedo compartir contenido relacionado con la lección o el nivel en el que me encuentre.
- ☐ Sólo puedo compartir contenidos con la aplicación.
- ☐ La app no me permite compartir ningún tipo de contenido.

La app permite intercambiar comentarios con la propia aplicación (servidor).

- ☐ SÍ
☐ NO

La app permite intercambiar comentarios, sugerencias y preguntas entre usuarios.

- ☐ SÍ
☐ NO

La app permite revisar y mejorar mi propio contenido, basándome en los comentarios de otros usuarios.

- ☐ SÍ
☐ NO

La app ofrece recursos de interacción en tiempo real, como videollamadas o chat.

- ☐ SÍ
☐ NO

La app ofrece sesiones abiertas a las que los usuarios pueden unirse.

- ☐ SÍ
☐ NO

Mi identidad está protegida, de modo que la información que se comparte con otros usuarios es solo la que yo decido.

- ☐ SÍ
☐ NO

Se establecen ciertas reglas para mantener la seguridad e integridad de los usuarios.

- ☐ SÍ
☐ NO

El contenido de la app incluye elementos de mi cultura.

- ☐ SÍ
☐ NO

El contenido de la app incluye elementos de la cultura de los países de habla inglesa y se comparan con la de otros.

- ☐ SÍ
☐ NO

Se discuten temas relacionados con las diferentes culturas del mundo.

- ☐ SÍ
☐ NO

Puedo interactuar con usuarios de diferentes culturas mediante correo electrónico o programas de chat.

- ☐ SÍ
☐ NO

Se evitan las opiniones estereotipadas y los prejuicios sociales en los temas o en el diseño de app.

- ☐ SÍ
☐ NO

Elige una de las dos opciones:

Las reglas gramaticales se explican sólo cuando lo necesito. La app se centra en explicar la gramática en detalle.

Elige una de las dos opciones:

La traducción, se utiliza como último recurso para la comprensión.

La traducción siempre está presente en las lecciones o actividades, siendo el principal recurso para el aprendizaje.

Elige una de las dos opciones:

Las lecciones y actividades prestan atención al contexto para adaptar el mensaje y el lenguaje según sea necesario.

Los contenidos y las actividades están condicionados por los objetivos lingüísticos de la lección. El interés, la relevancia y el contexto son irrelevantes.

Elige una de las dos opciones:

Las actividades se centran en el significado de lo que se dice.

Las actividades se centran en la precisión del lenguaje y las estructuras gramaticales.

Elige una de las dos opciones:

Las actividades están orientadas a cerrar una brecha de información, resolver un problema, llegar a una conclusión o realizar una tarea.

Las reglas gramaticales, el vocabulario y el uso del idioma son centrales en las actividades.

Elige una de las dos opciones:

Los niveles suelen seguir una estructura de pre-tarea / tarea / post-tarea.

Los niveles siguen un patrón de presentación de vocabulario o estructuras, práctica (repetición) y producción.

¿Se incluyen audios o vídeos en los que se demuestra la pronunciación del vocabulario?

- ☐ Sí, con frecuencia.
- ☐ En algunos niveles.
- ☐ A veces, pero no es un recurso común.
- ☐ No se incluyen.

¿La app solicita mi punto de vista después de algún audio o vídeo o me pide que repita lo que se dice?

- ☐ Sí, con frecuencia.
- ☐ Sí, a veces.
- ☐ Muy pocas veces.
- ☐ Nunca.

Los textos orales que forman parte de las explicaciones o actividades:

- ☐ Son siempre auténticos/reales (entrevistas, noticias, canciones, etc.)
- ☐ Casi siempre son auténticos. Si no es así, están bien contextualizados.
- ☐ La mayoría no son auténticos, pero están contextualizados.
- ☐ No están contextualizados e incluso contienen errores.

Elige uno o más de los siguientes y en qué medida:

	Más de tres veces por nivel	Dos o tres veces por nivel	Una vez por nivel
Resumir repitiendo los puntos principales de un mensaje de audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predecir lo que sucederá después de exponer ciertos argumentos en un audio o vídeo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involucrarme en una conversación en tiempo real.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seguir instrucciones de un audio o vídeo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preguntar por la idea general sobre un tema que se ha presentado en audio o vídeo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solicitar la información específica que se ha presentado por audio o vídeo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responder a las preguntas formuladas de forma oral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Se explican las estructuras del lenguaje y cómo usarlas, incluyendo varios ejemplos y la oportunidad para practicar?

- ☐ Sí, con frecuencia.
- ☐ En algunos niveles.
- ☐ Pocas veces.
- ☐ Nunca.

Elige uno o más de los siguientes y en qué medida:

	Más de tres veces por nivel	Dos o tres veces por nivel	Una vez por nivel
Producir patrones de sonido después de la exposición.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizar vocabulario específico para producciones orales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizar patrones de entonación específicos en producciones orales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizar pensamientos en una secuencia lógica para exponerlos oralmente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seleccionar palabras y oraciones apropiadas según el escenario y el tema.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involucrarme en una conversación en tiempo real.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involucrarme en un juego de rol o simulación en tiempo real.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involucrarme en una entrevista.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrar una situación real o imaginaria de forma oral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describir oralmente a una persona u objeto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Los textos escritos que forman parte de las explicaciones o actividades:

- ☐ Son siempre auténticos/reales (revistas, periódicos, libros, etc.)
- ☐ Casi siempre son auténticos. Si no es así, están bien contextualizados y correctamente redactados.
- ☐ La mayoría no son auténticos, pero están contextualizados y correctamente redactados.
- ☐ No están contextualizados e incluso contienen errores.

Elige uno o más de los siguientes y en qué medida:

	Más de tres veces por nivel	Dos o tres veces por nivel	Una vez por nivel
Secuenciar eventos de una historia que se ha leído anteriormente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volver a contar una historia o alguna información que se haya leído anteriormente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sacar conclusiones a partir de lo expresado en un texto escrito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizar la información en un texto escrito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responder preguntas sobre un texto escrito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seguir instrucciones escritas para lograr algo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producir patrones de sonido representados por escrito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usar patrones de entonación específicos durante la lectura.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Se explican las estructuras escritas y cómo utilizarlas, incluyendo varios ejemplos y la oportunidad para practicar?

- ☐ Sí, con frecuencia.
☐ En algunos niveles.
☐ Pocas veces.
☐ Nunca.

Las actividades requieren un uso adecuado de vocabulario, ortografía, colocaciones, puntuación y sintaxis, según el nivel seleccionado por mí.

- ☐ Sí, siempre.
☐ Casi siempre.
☐ Pocas veces, los requisitos son muy laxos.
☐ No, nunca se especifican ni evalúan.

Elige uno o más de los siguientes y en qué medida:

	Más de tres veces por nivel	Dos o tres veces por nivel	Una vez por nivel
Trazar letras y palabras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribir cartas a amigos o familiares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribir noticias o crear revistas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redactar cuentos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribir notas y mensajes cortos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipular un texto (caligrafía, ortografía y puntuación).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responder preguntas por escrito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix IV - Results of the analysis of the apps under study.

- Duolingo

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	<p>The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.</p> <p>***doesn't make an adaptation as such.</p>	<p>The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.</p>	<p>The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.</p>	<p>The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.</p>
	<p>The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or their computer skills.</p>	<p>The app's interface is intuitive for the user, although some time has to be spent to use it properly.</p>	<p>The app's interface is not entirely intuitive, so the user has to invest time to use it properly.</p>	<p>The app's interface is very complex. The user cannot manage easily.</p>
	<p>The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.</p>	<p>Levels are clear but sometimes it isn't specified when each one begins or ends.</p>	<p>The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.</p>	<p>There are no defined levels. The user is unable to know when each one starts or ends.</p>
	<p>It is clearly stated the sequence of play and the winning state.</p>	<p>The sequence of play and the winning state is stated but there are some gaps that the user has to empirically deduce.</p>	<p>Certain guidelines and rules are established, but they are very rare.</p>	<p>There are no clear rules on use or procedures. The user must figure out how to deal with it.</p>

GAMIFICATION	The activities provide challenge so the user continues to try to achieve the winning state.	The activities provide challenge for the user, who feels apt to overcome it.	The activities get boring after a while as the challenge doesn't last long or turn out to be too difficult.	The activities become boring as there is no challenge for the user.
	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instructions given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start the level again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.
	The user is given enough time to accomplish the assigned duties. In addition, time can be regulated by the user in order to adapt it to their needs.	The user is given enough time to achieve the assigned duties, but they cannot regulate it in order to make it more or less demanding.	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and not always succeed.	Time doesn't fit the requirements of the work. The user cannot finish the duties.

GAMIFICATION	If the app has activities in which several users participate simultaneously, their roles are clearly defined.	In most activities with multiple users, the roles of the participants are defined.	In most activities with several users, the roles of the participants are defined, but the explanation is not entirely clarifying, having to infer some things empirically.	In activities with several users, the roles of the participants are not defined, having to deduce functions empirically.
	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such.	There is no type of reward granted to the user for achieving the objectives in the activity or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user. <i>***instant but not clear or significant.</i>	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.
	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/ do over, once everything is done.	User is not allowed to replay / do over.

GAMIFICATION	The app provides continuous support to the user in relation to management or what is related to learning the language as such.	The app provides support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app provides limited/sporadic support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app doesn't provide support in relation to management or what is related to learning the language as such. The user must figure out these questions by themselves.
	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users. <i>***not the activities but there is a ranking of users.</i>	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.
	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking...) to be solved are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness.	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.

GAMIFICATION	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment and other specific measures to complete each level successfully. (achiever)	The activities are aimed at the user spending time and knowing everything about the mechanics, so generally these aren't time-limited. (explorer)	The activities are aimed at the user being part of a group when solving them and/or being part of a community and interacting with other users. (socializer)	The activities are aimed at the user competing with others to earn points and status with respect to these, in order to determine that they are superior/ the best. (killer)
	The app's interface and the activities include a scenario.	The app's interface and the activities include backgrounds.	The app's interface and the activities include add background music.	The app's interface and the activities include sound effects.
MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.
	The different visual and auditory resources are the main incentive for the user to continue through the different levels.	The activities manage to maintain user's attention and interest, thanks to the use of different visual and auditory resources.	The activities manage to captivate the user, but their visual or auditory resources become redundant and boring.	The activities use very few visual or auditory resources, so they become monotonous and unattractive for the user.

MOTIVATION	Rewards are essential for the user, being these the main incentive to overcome obstacles and fulfill the activities or levels.	The rewards offered drive the user to overcome the challenges and fulfill the activities or levels.	Some of the rewards are alluring. However, they aren't the main motivation to overcome obstacles and fulfill the activities/levels.	Rewards don't incentivize the user to overcome obstacles, so they don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their complete liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.
INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.
	User's interaction is done through a combination of activities, tasks, and exercises, in which both form and meaning are taken into account.	Most of the user interaction is done through little-controlled activities, focused primarily on meaning rather than form.	Most of the user interaction is done through semi-controlled tasks, in which both form and meaning are taken into account.	Most of the user interaction is done through controlled and specific exercises, focused only on form.

INTERACTION	ITEM	YES	NO
	The app's interface allows exchanging comments with the app itself (server).		X
	The app's interface allows exchanging comments, suggestions and questions between users.	X	
	The app's interface allows the user to revise and improve his own content based on other users' feedback.		X
	The app offers real-time interaction resources such as video call or chat (within the app itself).	X	
	The app offers open sessions that users can join.	X	
	The identity of the users is protected, so that the information that is shared with other users is only what they want.	X	
	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.		X
INTERCULTURAL	ITEM	YES	NO
	The app content includes elements of the user's culture.	X	
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.		X
	Topics related to world's different cultures are discussed.	X	

	Users from different cultures meet in virtual reality by using email or chat programs.	X		
	Stereotyped views and social prejudices are avoided in the topics or the app’s interface design.		X	
COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.	The app focuses on explaining grammar in detail.		
	Translation, if present in lessons or activities, is used as the last resource for understanding.	Translation is always present in the lessons or activities, being the main resource for learning.		
	Lessons and activities pay attention to context to tailor message and language as needed.	Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.		
	The activities focus on meaning.	The activities focus on language accuracy.		
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.	Grammar rules, vocabulary and the use of the L2 are the central features of the activities.		
	Different levels usually follow a pre-task / task / post-task structure.	Levels usually follow a Presentation, Practice and Production pattern.		
LANGUAGE SKILLS				
LISTENING	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn’t a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.

LISTENING SKILL	The app requests the user's point of view after some audio or video, even asking them to repeat, in their own words, what is said.	The app sometimes requests the user's point of view after some audio or video. It can also ask them to recall what is said.	The app gives very few opportunities for the user to express their point of view after some audio or video, as well as to recall what is said.	The app never asks for the user's point of view after any audio or video, nor does it ask them to repeat what is said.
	Authentic oral texts are part of the explanations or activities.	Most of the oral texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized.	Most of the oral texts that are part of the explanations or activities are not authentic, but they are contextualized. <i>***not completely contextualized but don't contain errors.</i>	Most of the oral texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Summarizing by repeating the main points of an audio message.			X
	Predicting what will happen next after exposing certain arguments in an audio or video.			
	Engaging the user in a real time conversation.			

LISTENING SKILL	Following instructions from an audio or video to achieve something.			
	Asking for the general idea about a topic that has been presented by audio or video.			X
	Asking for specific information that has been presented by audio or video.	X		
	Answering questions asked orally.			
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said. <i>***just to recall information.</i>	The app sometimes requests the user to express orally their point of view and recall what is said.	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.

SPEAKING SKILL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Producing sound patterns after exposure.	X		
	Using specific vocabulary for oral productions.	X		
	Using specific intonation patterns in oral productions.	X		
	Organizing thoughts in a logical sequence to expose them orally.		X	
	Selecting appropriate words and sentences according to the setting and subject.		X	
	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			
	Engaging the user in an interview.			

	Narrating a real or imaginary situation orally.			
	Describing a person or object orally.			
	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.			
	Retelling a story or some information that has been read previously.		X	
	Drawing conclusions based on what is stated in a written text.			X
	Organizing the information in a written text.		X	

READING SKILL	Answering specific questions about a written text.			X
	Answering open questions about a written text.			
	Answering yes/no questions about a written text.			
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.	X		
	Using specific intonation patterns while reading.			X
WRITING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.

WRITING SKILL	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			
	Writing letters to friends or family members.			
	Writing news or creating journals.			
	Writing short stories.			
	Writing notes and short messages.			
	Manipulating a text (handwriting, spelling and punctuation).			
	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding,			

	emphasizing a point, explaining or clarifying a point already made or anticipating an objection.			
	Expressing information in writing.	X		
MULTIPLE INTELLIGENCES				
LINGUISTIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Repeating sounds, words or phrases.	X		
	Using vocabulary and structures in fictitious or real situations.		X	
	Using formal speech.			
	Telling a story.			
	Reading a story or listening to a storyteller.	X		
	Answering questions raised directly or indirectly.			X

LINGUISTIC INTELLIGENCE	Giving an opinion on a topic.			
	Discussing any topic with other participants.			
	Transferring information from one person/place to another.			
	Completing crosswords.			
	Reproducing symbols, words or phrases in written form.	X		
	Writing short stories, news, announcements, articles, essays.			
	Writing the lyrics of a song.			
	Creating poems.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
	Creating or solving riddles.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).		X	
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			
	Choosing an item to match a given description or name.			
	Naming categories for different elements (pictures or words) previously categorized or not.			
	Naming multiple items of a given category.			
	Choosing what doesn't belong and why, what goes together and why.			
	Expressing similarities and differences between given elements.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Creating a hypothesis based on certain information and testing it.			X
	Sequencing given elements following a pattern specified verbatim or not.			
	Creating a timeline with given or retrieved information.			
	Applying a certain formula to achieve something.	X		
	Solving puzzles or riddles.			
SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			
	Painting elements based on specific instructions or guidelines.			

SPATIAL INTELLIGENCE	Locating places or features following instructions.			X
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			
	Labeling elements through words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			
KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			
	Dancing following a role model, specific guidelines or autonomously.			

KINESTHETIC INTELLIGENCE	Jumping.			
	Touching interactive elements.	X		
	Moving through material spaces.			
	Searching for items related to the activity.			
	Using body language (facial expressions, body positions).			
	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.	X		
	Perceiving different auditory elements.	X		
	Expressing sounds (onomatopoeias).			

MUSICAL INTELLIGENCE	Creating songs, chants or jingles.			
	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			
INTERPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Giving feedback to others.			
	Giving advice to others.			
	Person-to-person activities.			
	Interviewing people about any topic.			
	Teaching other users something.			
	Acting in a play.			

INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.	X		
	Setting goals or expectations.	X		
	Projecting feelings or ideas onto a character, avatar, person, animal or object.			
	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.	X		
	Writing an autobiography.			
	Writing a journal.			
	Thinking strategies to achieve goals.			X
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			

NATURALIST INTELLIGENCE	Presenting environmental care ideas.			
	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			

- **ABA English**

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.	The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.	The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.	The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.
	The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or their computer skills.	The app's interface is intuitive for the user, although some time has to be spent to use it properly.	The app's interface is not entirely intuitive, so the user has to invest time to use it properly.	The app's interface is very complex. The user cannot manage easily.
	The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.	Levels are clear but sometimes it isn't specified when each one begins or ends.	The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.	There are no defined levels. The user is unable to know when each one starts or ends.

GAMIFICATION	It is clearly stated the sequence of play and the winning state.	The sequence of play and the winning state is stated but there are some gaps that the user has to empirically deduce.	Certain guidelines and rules are established, but they are very rare.	There are no clear rules on use or procedures. The user must figure out how to deal with it.
	The activities provide challenge so the user continues to try to achieve the winning state.	The activities provide challenge for the user, who feels apt to overcome it.	The activities get boring after a while as the challenge doesn't last long or turn out to be too difficult.	The activities become boring as there is no challenge for the user.
	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instructions given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start the level again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.

GAMIFICATION	The user is given enough time to accomplish the assigned duties. In addition, time can be regulated by the user in order to adapt it to their needs.	The user is given enough time to achieve the assigned duties, but they cannot regulate it in order to make it more or less demanding.	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and not always succeed.	Time doesn't fit the requirements of the work. The user cannot finish the duties.
	If the app has activities in which several users participate simultaneously, their roles are clearly defined. <i>***not with user but with the role-play with the app.</i>	In most activities with multiple users, the roles of the participants are defined.	In most activities with several users, the roles of the participants are defined, but the explanation is not entirely clarifying, having to infer some things empirically.	In activities with several users, the roles of the participants are not defined, having to deduce functions empirically.
	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such.	There is no type of reward granted to the user for achieving the objectives in the activity or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user. <i>***instant but not clear or significant.</i>	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.

GAMIFICATION	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/do over, once everything is done.	User is not allowed to replay / do over.
	The app provides continuous support to the user in relation to management or what is related to learning the language as such.	The app provides support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app provides limited/sporadic support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app doesn't provide support in relation to management or what is related to learning the language as such. The user must figure out these questions by themselves.
	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users.	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.
	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking...) to be solved are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness. <i>**without audiovisual richness.</i>	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.

GAMIFICATION	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment and other specific measures to complete each level successfully. (achiever)	The activities are aimed at the user spending time and knowing everything about the mechanics, so generally these aren't time-limited. (explorer)	The activities are aimed at the user being part of a group when solving them and/or being part of a community and interacting with other users. (socializer)	The activities are aimed at the user competing with others to earn points and status with respect to these, in order to determine that they are superior/the best. (killer)
	The app's interface and the activities include a scenario.	The app's interface and the activities include backgrounds.	The app's interface and the activities include add background music.	The app's interface and the activities include sound effects.
MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.

MOTIVATION	The different visual and auditory resources are the main incentive for the user to continue through the different levels.	The activities manage to maintain user's attention and interest, thanks to the use of different visual and auditory resources.	The activities manage to captivate the user, but their visual or auditory resources become redundant and boring, so the user loses interest on them.	The activities use very few visual or auditory resources, so they become monotonous and unattractive for the user.
	Rewards are essential for the user, being these the main incentive to overcome obstacles and fulfill the activities or levels.	The rewards offered drive the user to overcome the challenges and fulfill the activities or levels.	Some of the rewards are alluring. However, they aren't the main motivation to overcome obstacles and fulfill the activities/levels.	Rewards don't incentivize the user to overcome obstacles, so they don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their complete liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.
INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.

INTERACTION	User's interaction is done through a combination of activities, tasks, and exercises, in which both form and meaning are taken into account.	Most of the user interaction is done through little-controlled activities, focused primarily on meaning rather than form.	Most of the user interaction is done through semi-controlled tasks, in which both form and meaning are taken into account.	Most of the user interaction is done through controlled and specific exercises, focused only on form.
	ITEM		YES	NO
	The app's interface allows exchanging comments with the app itself (server).			X
	The app's interface allows exchanging comments, suggestions and questions between users.		X	
	The app's interface allows the user to revise and improve his own content based on other users' feedback.			X
	The app offers real-time interaction resources such as video call or chat (within the app itself).		X	
	The app offers open sessions that users can join.		X	
	The identity of the users is protected, so that the information that is shared with other users is only what they want.		X	
	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.		X	
INTERCULTURAL APPROACH	ITEM		YES	NO
	The app content includes elements of the user's culture.		X	
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.		X	

INTERCULTURAL APPROACH	Topics related to world’s different cultures are discussed.		X	
	Users from different cultures meet in virtual reality by using email or chat programs.		X	
	Stereotyped views and social prejudices are avoided in the topics or the app’s interface design.		X	
COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.		The app focuses on explaining grammar in detail.	
	Translation, if present in lessons or activities, is used as the last resource for understanding.		Translation is always present in the lessons or activities, being the main resource for learning.	
	Lessons and activities pay attention to context to tailor message and language as needed.		Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.	
	The activities focus on meaning.		The activities focus on language accuracy.	
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.		Grammar rules, vocabulary and the use of the L2 are the central features of the activities.	
	Different levels usually follow a pre-task / task / post-task structure.		Levels usually follow a Presentation, Practice and Production pattern.	
LANGUAGE SKILLS				
LISTENING	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn’t a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.

LISTENING SKILL	The app requests the user's point of view after some audio or video, even asking them to repeat, in their own words, what is said.	The app sometimes requests the user's point of view after some audio or video. It can also ask them to recall what is said.	The app gives very few opportunities for the user to express their point of view after some audio or video, as well as to recall what is said.	The app never asks for the user's point of view after any audio or video, nor does it ask them to repeat what is said.
	Authentic oral texts are part of the explanations or activities.	Most of the oral texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized.	Most of the oral texts that are part of the explanations or activities are not authentic, but they are contextualized.	Most of the oral texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Summarizing by repeating the main points of an audio message.	X		
	Predicting what will happen next after exposing certain arguments in an audio or video.			
	Engaging the user in a real time conversation.			
	Following instructions from an audio or video to achieve something.			

LISTENING SKILL	Asking for the general idea about a topic that has been presented by audio or video.			
	Asking for specific information that has been presented by audio or video.	X		
	Answering questions asked orally.			
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said. <i>***just to recall information.</i>	The app sometimes requests the user to express orally their point of view and recall what is said.	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.

SPEAKING SKILL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Producing sound patterns after exposure.		X	
	Using specific vocabulary for oral productions.		X	
	Using specific intonation patterns in oral productions.		X	
	Organizing thoughts in a logical sequence to expose them orally.			
	Selecting appropriate words and sentences according to the setting and subject.			
	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			X
	Engaging the user in an interview.			

SPEAKING SKILL	Narrating a real or imaginary situation orally.			
	Describing a person or object orally.			
	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.			
	Retelling a story or some information that has been read previously.		X	

READING SKILL	Drawing conclusions based on what is stated in a written text.			
	Organizing the information in a written text.			
	Answering specific questions about a written text.			
	Answering open questions about a written text.	1		
	Answering yes/no questions about a written text.			
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.		X	
	Using specific intonation patterns while reading.		X	

WRITING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.
	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			

WRITING SKILL	Writing letters to friends or family members.			
	Writing news or creating journals.			
	Writing short stories.			
	Writing notes and short messages.			
	Manipulating a text (handwriting, spelling and punctuation).			
	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding, emphasizing a point, explaining or clarifying a point already made or anticipating an objection.			
	Expressing information in writing.			X

MULTIPLE INTELLIGENCES				
LINGUISTIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Repeating sounds, words or phrases.	X		
	Using vocabulary and structures in fictitious or real situations.	X		
	Using formal speech, reproducing a role model.	X		
	Telling a story.			
	Reading a story or listening to a storyteller.	X		
	Answering questions raised directly or indirectly.			
	Giving an opinion on a topic.			
	Discussing any topic with other participants.	X		
	Transferring information from one person/place to another.			
	Completing crosswords.			

LINGUISTIC INTELLIGENCE	Reproducing symbols, words or phrases in written form.	X		
	Writing short stories, news, announcements, articles, essays.			
	Writing the lyrics of a song.			
	Creating poems.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
	Creating or solving riddles.			
LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).			
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Choosing an item to match a given description or name.			X
	Naming categories for different elements (pictures or words) previously categorized or not.			
	Naming multiple items of a given category.			
	Choosing what doesn't belong and why, what goes together and why.			
	Expressing similarities and differences between given elements.			
	Creating a hypothesis based on certain information and testing it.			
	Sequencing given elements following a pattern specified verbatim or not.			
	Creating a timeline with given or retrieved information.			

	Applying a certain formula to achieve something.			
	Solving puzzles or riddles.			
SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			
	Painting elements based on specific instructions or guidelines.			
	Locating places or features following instructions.			
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			

	Labeling elements through words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			
KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			X
	Dancing following a role model, specific guidelines or autonomously.			
	Jumping.			
	Touching interactive elements.			
	Moving through material spaces.			

KINESTHETIC INTELLIGENCE	Searching for items related to the activity.			
	Using body language (facial expressions, body positions).			
	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.			X
	Perceiving different auditory elements.		X	
	Expressing sounds (onomatopoeias).			
	Creating songs, chants or jingles.			
	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			

INTERPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Giving feedback to others.			
	Giving advice to others.			
	Person-to-person activities.	X		
	Interviewing people about any topic.			
	Teaching other users something.			
	Acting in a play.			X
INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.			X
	Setting goals or expectations.			
	Projecting feelings or ideas onto a character, avatar, person, animal or object.			

INTRAPERSONAL INTELLIGENCE	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.	X		
	Writing an autobiography.			
	Writing a journal.			
	Thinking strategies to achieve goals.			
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			
	Presenting environmental care ideas.			
	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			

- Babel

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.	The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.	The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.	The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.
	The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or their computer skills.	The app's interface is intuitive for the user, although some time has to be spent to use it properly.	The app's interface is not entirely intuitive, so the user has to invest time to use it properly.	The app's interface is very complex. The user cannot manage easily.
	The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.	Levels are clear but sometimes it isn't specified when each one begins or ends.	The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.	There are no defined levels. The user is unable to know when each one starts or ends.
	It is clearly stated the sequence of play and the winning state.	The sequence of play and the winning state is stated but there are some gaps that the user has to empirically deduce.	Certain guidelines and rules are established, but they are very rare.	There are no clear rules on use or procedures. The user must figure out how to deal with it.

GAMIFICATION	The activities provide challenge so the user continues to try to achieve the winning state.	The activities provide challenge for the user, who feels apt to overcome it.	The activities get boring after a while as the challenge doesn't last long or turn out to be too difficult.	The activities become boring as there is no challenge for the user.
	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instruction given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start the level again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.
	The user is given enough time to accomplish the assigned duties. In addition, time can be regulated by the user in order to adapt it to their needs.	The user is given enough time to achieve the assigned duties, but they cannot regulate it in order to make it more or less demanding.	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and not always succeed.	Time doesn't fit the requirements of the work. The user cannot finish the duties.

GAMIFICATION	If the app has activities in which several users participate simultaneously, their roles are clearly defined.	In most activities with multiple users, the roles of the participants are defined. <i>*During live streaming sessions.</i>	In most activities with several users, the roles of the participants are defined, but the explanation is not entirely clarifying, having to infer some things empirically.	In activities with several users, the roles of the participants are not defined, having to deduce functions empirically.
	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such.	There is no type of reward granted to the user for achieving the objectives in the activity or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user.	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.
	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/ do over, once everything is done.	User is not allowed to replay / do over.
	The app provides continuous support to the user in relation to management or what is related to	The app provides support to the user in relation to management or what is related to learning the	The app provides limited/sporadic support to the user in relation to management or what is related to	The app doesn't provide support in relation to management or what is related to learning the

	learning the language as such.	language as such, although the explanations can be brief at times.	learning the language as such, although the explanations can be brief at times.	language as such. The user must figure out these questions by themselves.
GAMIFICATION	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users.	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.
	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking...) to be solved are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness.	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.
	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment	The activities are aimed at the user spending time and knowing	The activities are aimed at the user being part of a group when solving	The activities are aimed at the user competing with others to earn

	and other specific measures to complete each level successfully. (achiever)	everything about the mechanics, so generally these aren't time-limited. (explorer)	them and/or being part of a community and interacting with other users. (socializer)	points and status with respect to these, in order to determine that they are superior/the best. (killer)
	The app's interface and the activities include a scenario.	The app's interface and the activities include backgrounds.	The app's interface and the activities include add background music.	The app's interface and the activities include sound effects.
MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.
	The different visual and auditory resources are the main incentive for the user to continue through the different levels.	The activities manage to maintain user's attention and interest, thanks to the use of different visual and auditory resources.	The activities manage to captivate the user, but their visual or auditory resources become redundant and boring, so the user loses interest on them.	The activities use very few visual or auditory resources, so they become monotonous and unattractive for the user.

	Rewards are essential for the user, being these the main incentive to overcome obstacles and fulfill the activities or levels.	The rewards offered drive the user to overcome the challenges and fulfill the activities or levels.	Some of the rewards are alluring. However, they aren't the main motivation to overcome obstacles and fulfill the activities/levels.	Rewards don't incentivize the user to overcome obstacles, so they don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their complete liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.
INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.
	User's interaction is done through a combination of activities, tasks, and exercises, in which both form and meaning are taken into account.	Most of the user interaction is done through little-controlled activities, focused primarily on meaning rather than form.	Most of the user interaction is done through semi-controlled tasks, in which both form and meaning are taken into account.	Most of the user interaction is done through controlled and specific exercises, focused only on form.

	ITEM	YES	NO
	The app's interface allows exchanging comments with the app itself (server).		X
	The app's interface allows exchanging comments, suggestions and questions between users.		X
	The app's interface allows the user to revise and improve his own content based on other users' feedback.		X
	The app offers real-time interaction resources such as video call or chat (within the app itself).		X
	The app offers open sessions that users can join.	X	
	The identity of the users is protected, so that the information that is shared with other users is only what they want.	X	
	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.	X	
	ITEM	YES	NO
INTERCULTURAL	The app content includes elements of the user's culture.	X	
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.	X	
	Topics related to world's different cultures are discussed.	X	

	Users from different cultures meet in virtual reality by using email or chat programs.		X	
	Stereotyped views and social prejudices are avoided in the topics or the app's interface design.		X	
COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.	The app focuses on explaining grammar in detail.		
	Translation, if present in lessons or activities, is used as the last resource for understanding.	Translation is always present in the lessons or activities, being the main resource for learning.		
	Lessons and activities pay attention to context to tailor message and language as needed.	Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.		
	The activities focus on meaning.	The activities focus on language accuracy.		
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.	Grammar rules, vocabulary and the use of the L2 are the central features of the activities.		
	Different levels usually follow a pre-task / task / post-task structure.	Levels usually follow a Presentation, Practice and Production pattern.		
LANGUAGE SKILLS				
LISTENING	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn't a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.
LIS	The app requests the user's point of	The app sometimes requests the user's point of view after	The app gives very few opportunities	The app never asks for the user's

view after some audio or video, even asking them to repeat, in their own words, what is said.	some audio or video. It can also ask them to recall what is said. <i>***just to recall information.</i>	for the user to express their point of view after some audio or video, as well as to recall what is said.	point of view after any audio or video, nor does it ask them to repeat what is said.
Authentic oral texts are part of the explanations or activities.	Most of the oral texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized.	Most of the oral texts that are part of the explanations or activities are not authentic, but they are contextualized.	Most of the oral texts that are part of the explanations or activities are not contextualized and even contain errors.
Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
Summarizing by repeating the main points of an audio message.		X	
Predicting what will happen next after exposing certain arguments in an audio or video.			X
Engaging the user in a real time conversation.			
Following instructions from an audio or video to achieve something.			
Asking for the general idea about a topic that		X	

	has been presented by audio or video.			
	Asking for specific information that has been presented by audio or video.	X		
	Answering questions asked orally.			
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said.	The app sometimes requests the user to express orally their point of view and recall what is said. <i>***just to recall information.</i>	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level

	Producing sound patterns after exposure.		X	
	Using specific vocabulary for oral productions.			
	Using specific intonation patterns in oral productions.			
SPEAKING SKILL	Organizing thoughts in a logical sequence to expose them orally.			
	Selecting appropriate words and sentences according to the setting and subject.		X	
	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			
	Engaging the user in an interview.			
	Narrating a real or imaginary situation orally.			

	Describing a person or object orally.			
	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
READING SKILL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.		X	
	Retelling a story or some information that has been read previously.		X	
	Drawing conclusions based on what is stated in a written text.		X	

	Organizing the information in a written text.			X
	Answering specific questions about a written text.	X		
	Answering open questions about a written text.			
	Answering yes/no questions about a written text.			X
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.			
	Using specific intonation patterns while reading.			
WRITING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.

	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.
	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			
	Writing letters to friends or family members.			
	Writing news or creating journals.			
	Writing short stories.			
WRITING	Writing notes and short messages.		X	

	Manipulating a text (handwriting, spelling and punctuation).			
	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding, emphasizing a point, explaining or clarifying a point already made or anticipating an objection.			
	Expressing information in writing.		X	

MULTIPLE INTELLIGENCES

LINGUISTIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Repeating sounds, words or phrases.		X	
	Using vocabulary and structures in fictitious or real situations.		X	
	Using formal speech,			X

	reproducing a role model.			
LINGUISTIC INTELLIGENCE	Telling a story.			
	Reading a story or listening to a storyteller.			X
	Answering questions raised directly or indirectly.	X		
	Giving an opinion on a topic.			X
	Discussing any topic with other participants.			X
	Transferring information from one person/place to another.			
	Completing crosswords.			
	Reproducing symbols, words or phrases in written form.			
	Writing short stories, news, announcements, articles, essays.			
	Writing the lyrics of a song.			

	Creating poems.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
	Creating or solving riddles.			
LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).			
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			
	Choosing an item to match a given description or name.		X	
	Naming categories for different elements (pictures or words) previously			

	categorized or not.			
	Naming multiple items of a given category.			
	Choosing what doesn't belong and why, what goes together and why.			
	Expressing similarities and differences between given elements.			
	Creating a hypothesis based on certain information and testing it.			X
LOGICAL-MATHEMATICAL INTELLIGENCE	Sequencing given elements following a pattern specified verbatim or not.		X	
	Creating a timeline with given or retrieved information.			
	Applying a certain formula to achieve something.			X
	Solving puzzles or riddles.			

SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			
	Painting elements based on specific instructions or guidelines.			
	Locating places or features following instructions.			
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			
	Labeling elements through words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			

KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			
	Dancing following a role model, specific guidelines or autonomously.			
	Jumping.			
	Touching interactive elements.	X		
	Moving through material spaces.			
	Searching for items related to the activity.			
	Using body language (facial expressions, body positions).			X

	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.			X
	Perceiving different auditory elements.		X	
	Expressing sounds (onomatopoeias).			
	Creating songs, chants or jingles.			
	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			
INTERPERSO	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level

	Giving feedback to others.			
	Giving advice to others.			
	Person-to-person activities.			X
	Interviewing people about any topic.			
	Teaching other users something.			
	Acting in a play.			
INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.		X	
	Setting goals or expectations.			X
	Projecting feelings or ideas onto a character, avatar, person, animal or object.			

	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.			
	Writing an autobiography.			
	Writing a journal.			
	Thinking strategies to achieve goals.			X
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			
	Presenting environmental care ideas.			
	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			

- Busuu

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.	The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.	The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.	The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.
	The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or their computer skills.	The app's interface is intuitive for the user, although some time has to be spent to use it properly.	The app's interface is not entirely intuitive, so the user has to invest time to use it properly.	The app's interface is very complex. The user cannot manage easily.
	The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.	Levels are clear but sometimes it isn't specified when each one begins or ends.	The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.	There are no defined levels. The user is unable to know when each one starts or ends.
	It is clearly stated the sequence of play and the winning state.	The sequence of play and the winning state is stated but there are some gaps that the user has to empirically deduce.	Certain guidelines and rules are established, but they are very rare.	There are no clear rules on use or procedures. The user must figure out how to deal with it.

GAMIFICATION	The activities provide challenge so the user continues to try to achieve the winning state.	The activities provide challenge for the user, who feels apt to overcome it.	The activities get boring after a while as the challenge doesn't last long or turn out to be too difficult.	The activities become boring as there is no challenge for the user.
	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instructions given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start the level again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.
	The user is given enough time to accomplish the assigned duties. In addition, time	The user is given enough time to achieve the assigned duties, but they cannot	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and	Time doesn't fit the requirements of the work. The

	can be regulated by the user in order to adapt it to their needs.	regulate it in order to make it more or less demanding.	not always succeed.	user cannot finish the duties.
GAMIFICATION	If the app has activities in which several users participate simultaneously, their roles are clearly defined.	In most activities with multiple users, the roles of the participants are defined.	In most activities with several users, the roles of the participants are defined, but the explanation is not entirely clarifying, having to infer some things empirically.	In activities with several users, the roles of the participants are not defined, having to deduce functions empirically.
	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such. <i>***only points for ranking.</i>	There is no type of reward granted to the user for achieving the objectives in the activity or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user.	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.
	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/ do over, once everything is done.	User is not allowed to replay / do over.

GAMIFICATION	The app provides continuous support to the user in relation to management or what is related to learning the language as such.	The app provides support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app provides limited/sporadic support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app doesn't provide support in relation to management or what is related to learning the language as such. The user must figure out these questions by themselves.
	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users.	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.
	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking...) to be solved are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness.	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.

GAMIFICATION	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment and other specific measures to complete each level successfully. (achiever)	The activities are aimed at the user spending time and knowing everything about the mechanics, so generally these aren't time-limited. (explorer)	The activities are aimed at the user being part of a group when solving them and/or being part of a community and interacting with other users. (socializer)	The activities are aimed at the user competing with others to earn points and status with respect to these, in order to determine that they are superior/the best. (killer)
	The app's interface and the activities include a scenario.	The app's interface and the activities include backgrounds.	The app's interface and the activities include add background music.	The app's interface and the activities include sound effects.
MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.
	The different visual and auditory resources are the	The activities manage to maintain user's attention and	The activities manage to captivate the user, but their visual or	The activities use very few visual or auditory resources, so

	main incentive for the user to continue through the different levels.	interest, thanks to the use of different visual and auditory resources.	auditory resources become redundant and boring, so the user loses interest on them.	they become monotonous and unattractive for the user.
	Rewards are essential for the user, being these the main incentive to overcome obstacles and fulfill the activities or levels.	The rewards offered drive the user to overcome the challenges and fulfill the activities or levels. <i>***only points for ranking.</i>	Some of the rewards are alluring. However, they aren't the main motivation to overcome obstacles and fulfill the activities/levels.	Rewards don't incentivize the user to overcome obstacles, so they don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their complete liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.
INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.
	User's interaction is done through a combination of activities, tasks, and exercises, in which both form and meaning are taken into account.	Most of the user interaction is done through little-controlled activities, focused primarily on meaning rather than form.	Most of the user interaction is done through semi-controlled tasks, in which both form and meaning are taken into account.	Most of the user interaction is done through controlled and specific exercises, focused only on form.

	ITEM	YES	NO
	The app's interface allows exchanging comments with the app itself (server).		X
	The app's interface allows exchanging comments, suggestions and questions between users.	X	
	The app's interface allows the user to revise and improve his own content based on other users' feedback.	X	
	The app offers real-time interaction resources such as video call or chat (within the app itself).		X
	The app offers open sessions that users can join.		X
	The identity of the users is protected, so that the information that is shared with other users is only what they want.	X	
	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.	X	
INTERCULTURAL APPROACH	ITEM	YES	NO
	The app content includes elements of the user's culture.	X	
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.		X
	Topics related to world's different cultures are discussed.	X	

	Users from different cultures meet in virtual reality by using email or chat programs.		X	
	Stereotyped views and social prejudices are avoided in the topics or the app's interface design.		X	
COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.	The app focuses on explaining grammar in detail.		
	Translation, if present in lessons or activities, is used as the last resource for understanding.	Translation is always present in the lessons or activities, being the main resource for learning.		
	Lessons and activities pay attention to context to tailor message and language as needed.	Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.		
	The activities focus on meaning.	The activities focus on language accuracy.		
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.	Grammar rules, vocabulary and the use of the L2 are the central features of the activities.		
	Different levels usually follow a pre-task / task / post-task structure	Levels usually follow a Presentation, Practice and Production pattern.		
LANGUAGE SKILLS				
LISTENING	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn't a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.

LISTENING SKILL	The app requests the user's point of view after some audio or video, even asking them to repeat, in their own words, what is said.	The app sometimes requests the user's point of view after some audio or video. It can also ask them to recall what is said.	The app gives very few opportunities for the user to express their point of view after some audio or video, as well as to recall what is said.	The app never asks for the user's point of view after any audio or video, nor does it ask them to repeat what is said.
	Authentic oral texts are part of the explanations or activities.	Most of the oral texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized.	Most of the oral texts that are part of the explanations or activities are not authentic, but they are contextualized.	Most of the oral texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Summarizing by repeating the main points of an audio message.		X	
	Predicting what will happen next after exposing certain arguments in an audio or video.			
	Engaging the user in a real time conversation.			
	Following instructions from an audio or video to achieve something.			

LISTENING SKILL	Asking for the general idea about a topic that has been presented by audio or video.		X	
	Asking for specific information that has been presented by audio or video.	X		
	Answering questions asked orally.			X
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said.	The app sometimes requests the user to express orally their point of view and recall what is said.	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Producing sound patterns after exposure.		X	

SPEAKING SKILL	Using specific vocabulary for oral productions.			X
	Using specific intonation patterns in oral productions.			
	Organizing thoughts in a logical sequence to expose them orally.			X
	Selecting appropriate words and sentences according to the setting and subject.		X	
	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			
	Engaging the user in an interview.			
	Narrating a real or imaginary situation orally.			X
	Describing a person or object orally.			X

	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.			X
	Retelling a story or some information that has been read previously.			X
	Drawing conclusions based on what is stated in a written text.			X
	Organizing the information in a written text.			

READING SKILL	Answering specific questions about a written text.			
	Answering open questions about a written text.			
	Answering yes/no questions about a written text.			X
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.			
	Using specific intonation patterns while reading.			
WRITING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors.
	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.

WRITING SKILL	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			
	Writing letters to friends or family members.			
	Writing news or creating journals.			
	Writing short stories.			X
	Writing notes and short messages.			X
	Manipulating a text (handwriting, spelling and punctuation).			
	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding, emphasizing a point.			X

	Expressing information in writing.		X	
MULTIPLE INTELLIGENCES				
LINGUISTIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Repeating sounds, words or phrases.		X	
	Using vocabulary and structures in fictitious or real situations.			X
	Using formal speech, reproducing a role model.			
	Telling a story.			X
	Reading a story or listening to a storyteller.			X
	Answering questions raised directly or indirectly.	X		
	Giving an opinion on a topic.			X
	Discussing any topic with other participants.			X

LINGUISTIC INTELLIGENCE	Transferring information from one person/place to another.			X
	Completing crosswords.			
	Reproducing symbols, words or phrases in written form.			
	Writing short stories, news, announcements, articles, essays.			X
	Writing the lyrics of a song.			
	Creating poems.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
	Creating or solving riddles.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).			X
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			
	Choosing an item to match a given description or name.		X	
	Naming categories for different elements (pictures or words) previously categorized or not.			
	Naming multiple items of a given category.			
	Choosing what doesn't belong and why, what goes together and why.			
	Expressing similarities and differences between given elements.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Creating a hypothesis based on certain information and testing it.			
	Sequencing given elements following a pattern specified verbatim or not.		X	
	Creating a timeline with given or retrieved information.			
	Applying a certain formula to achieve something.			X
	Solving puzzles or riddles.			
SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			

SPATIAL INTELLIGENCE	Painting elements based on specific instructions or guidelines.			
	Locating places or features following instructions.			
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			
	Labeling elements through words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			
KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			
	Dancing following a role model, specific guidelines or autonomously.			

KINESTHETIC INTELLIGENCE	Jumping.			
	Touching interactive elements.	X		
	Moving through material spaces.			
	Searching for items related to the activity.			
	Using body language (facial expressions, body positions).			
	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.			X
	Perceiving different auditory elements.		X	
	Expressing sounds (onomatopoeias).			

	Creating songs, chants or jingles.			
	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			
INTERPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Giving feedback to others.	X		
	Giving advice to others.	X		
	Person-to-person activities.			X
	Interviewing people about any topic.			
	Teaching other users something.	X		
	Acting in a play.			

INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.		X	
	Setting goals or expectations.			X
	Projecting feelings or ideas onto a character, avatar, person, animal or object.			
	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.			
	Writing an autobiography.			
	Writing a journal.			
	Thinking strategies to achieve goals.			X
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			
	Presenting environmental care ideas.			

	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			

- **Memrise**

CRITERIA	EXCEEDS CRITERIA	MEETS CRITERIA	PROGRESSING TO CRITERIA	BELOW EXPECTATIONS
GAMIFICATION	The app asks the user about their linguistic level in the L2 to provide a suitable yet challenging learning experience.	The app only asks the user about their linguistic level in the L2 in some activities so some may not be suitable for their level.	The app doesn't ask the user about their linguistic level in the L2, so some exercises may not be suitable, being quite easy or difficult to solve.	The app doesn't ask the user about their linguistic level in the L2, so activities are excessively easy or difficult to solve.
	The app's interface is very intuitive for the user, who uses it easily regardless of their level in L2 or their computer skills.	The app's interface is intuitive for the user, although some time has to be spent to use it properly.	The app's interface is not entirely intuitive, so the user has to invest time to use it properly.	The app's interface is very complex. The user cannot manage easily.
	The activities have an increasing degree of complexity as the user exceeds levels. Levels are clearly marked.	Levels are clear but sometimes it isn't specified when each one begins or ends.	The demarcation of the levels blur at times. The user is not entirely aware of when some levels begin or end.	There are no defined levels. The user is unable to know when each one starts or ends.
	It is clearly stated the sequence of play and the winning state.	The sequence of play and the winning state is stated but there are some gaps that the user has to empirically deduce.	Certain guidelines and rules are established, but they are very rare.	There are no clear rules on use or procedures. The user must figure out how to deal with it.

GAMIFICATION	The activities provide challenge so the user continues to try to achieve the winning state.	The activities provide challenge for the user, who feels apt to overcome it.	The activities get boring after a while as the challenge doesn't last long or turn out to be too difficult.	The activities become boring as there is no challenge for the user.
	The activities evoke strong emotions in the user, being the main motivation to keep going through the different levels.	The activities evoke strong emotions in the user, as they progress through the different levels.	The activities elicit the user's emotions but briefly or with little impact.	The activities don't provoke emotional reaction on the user.
	The user is constantly interacting with other users and with the app system.	The user usually interacts with other users or with the app system if they want to.	There are some interactive activities or materials, but most are not.	There is no interaction of any kind.
	Precise assignments are given, and can also be consulted at any time, if the user requires so.	The instructions given during each level are clear, although they are only exposed at the beginning of the level, and cannot be consulted without having to start again.	The instructions are not always entirely clear. The user has some doubts that he has to solve empirically during each level.	The instructions are not clear or there are not. The user has to empirically deduce many procedures throughout each level.
	The user is given enough time to accomplish the assigned duties. In addition, time can be regulated by the user in order to adapt it to their needs.	The user is given enough time to achieve the assigned duties, but they cannot regulate it in order to make it more or less demanding.	Time doesn't fit the requirements of most tasks. The user finishes them with difficulty and not always succeed.	Time doesn't fit the requirements of the work. The user cannot finish the duties.
	If the app has activities in which several users participate simultaneously, their roles are clearly defined.	In most activities with multiple users, the roles of the participants are defined.	In most activities with several users, the roles of the participants are defined, but the explanation is not entirely clarifying.	In activities with several users, the roles of the participants are not defined, having to deduce functions empirically.

GAMIFICATION	Goal's achievement yields a score, either numerically or through some phrase.	Most of the activities and levels yield a score, but not all of them.	Only some activities or levels give a score, but most don't give any evaluation regarding their achievement.	No score is provided for any activity or level neither numerical nor through some phrase.
	The achievement of the objectives grants a reward to the user (bonus, lives, more time available, virtual money, etc.)	The achievement of the objectives sometimes grants a reward to the user.	There are sometimes certain rewards but generally there are no such.	There is no type of reward granted to the user for achieving the objectives in the activity or fulfilling the different levels.
	There is instant, indirect and clear feedback for every input provided by the user.	There is constant and clear feedback but this is rather direct and not necessarily instant.	Feedback is sometimes provided but it is meager or not significant for the user.	There is no type of feedback for the user.
	At the end of each activity, the user is able to replay or do over in order to improve.	At the end of each level, the user is able to replay or do over in order to improve.	The user is only allowed to replay/ do over, once everything is done.	User is not allowed to replay / do over.
	The app provides continuous support to the user in relation to management or what is related to learning the language as such.	The app provides support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app provides limited/sporadic support to the user in relation to management or what is related to learning the language as such, although the explanations can be brief at times.	The app doesn't provide support in relation to management or what is related to learning the language as such. The user must figure out these questions by themselves.
	Includes one or more of the following:	The activities arise from posing a conflict between the user and the app.	The activities arise from posing a conflict between users. <i>***not the activities but there is a ranking of users.</i>	The activities arise from posing a conflict that requires several users to cooperate in order to solve it.

GAMIFICATION	Includes one or more of the following:	Random devices such as dice, spinning tops, playing cards, roulette wheels or numbered balls are involved in the activities.	The user is provided with a simulation focused on a real-life scenario, in which they will have to use certain skills and strategies to simulate an aspect of reality.	A series of questions, puzzles or crosswords that require knowledge and skills (problem solving, time management, creative thinking...) to be solved are set up.
	Includes one or more of the following:	The activities seek to immerse the user in a story, role play and audiovisual richness.	The activities focus on different forms of competitions and collaboration between several users.	The activities are focused on overcoming challenges progressing and earning rewards and feeling competent.
	Includes one or more of the following			
	The activities are aimed at the user earning points, levels, equipment and other specific measures to complete each level successfully. (achiever)	The activities are aimed at the user spending time and knowing everything about the mechanics, so generally these aren't time-limited. (explorer)	The activities are aimed at the user being part of a group when solving them and/or being part of a community and interacting with other users. (socializer)	The activities are aimed at the user competing with others to earn points and status with respect to these, in order to determine that they are superior/ the best. (killer)
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MOTIVATION	The app allows the user to customize the content according to their learning preferences and what they find interesting.	The app allows the user to customize the content according to their learning preferences and what they find interesting but not at all levels.	The app doesn't allow the user to customize the content or resources but covers a wide range of topics.	The app doesn't allow the user to customize the content or resources. Topics are not very varied and are not very attractive to the user.
	The app's interface promotes a creative, friendly and relaxed atmosphere for their development.	The app's interface promotes a creative, friendly and relaxed environment for its development, although it could be improved in some aspects.	The app's interface doesn't promote a creative, friendly and relaxed environment. The user resorts to the app more for factual issues, than because they really enjoy it.	The app's interface doesn't promote a creative, friendly and relaxed environment for its development. The user ends up quitting/deleting the app.
	The different visual and auditory resources are the main incentive for the user to continue through the different levels.	The activities manage to maintain user's attention and interest, thanks to the use of different visual and auditory resources.	The activities manage to captivate the user, but their visual or auditory resources become redundant and boring, so the user loses interest on them.	The activities use very few visual or auditory resources, so they become monotonous and unattractive for the user.
	Rewards are essential for the user, being these the main incentive to overcome obstacles and fulfill the activities or levels.	The rewards offered drive the user to overcome the challenges and fulfill the activities or levels.	Some of the rewards are alluring. However, they aren't the main motivation to overcome obstacles and fulfill the activities/levels.	Rewards don't incentivize the user to overcome obstacles, so they don't care about getting them.
	The user feels so comfortable with the app that they even lose track of time.	The user feels very comfortable using the app so they use it frequently and willingly.	The user occasionally resorts to the app, since some resources are not to their complete liking.	The user hardly ever resorts to the app, since they are not completely attracted to it.

INTERACTION	Different levels on the app are intended for the user to share any type of content (pictures, videos, audios, texts...) with other users as well as with the app.	Different levels are designed so that the user can share with other users as well as with the app itself, content related to the lesson or the level in which they are.	Different levels are designed so that the user can only share content with the app.	The app doesn't allow the user to share any type of content.
	User's interaction is done through a combination of activities, tasks, and exercises, in which both form and meaning are taken into account.	Most of the user interaction is done through little-controlled activities, focused primarily on meaning rather than form.	Most of the user interaction is done through semi-controlled tasks, in which both form and meaning are taken into account.	Most of the user interaction is done through controlled and specific exercises, focused only on form.
	ITEM		YES	NO
	The app's interface allows exchanging comments with the app itself (server).			X
	The app's interface allows exchanging comments, suggestions and questions between users.			X
	The app's interface allows the user to revise and improve his own content based on other users' feedback.			X
	The app offers real-time interaction resources such as video call or chat (within the app itself).			X
	The app offers open sessions that users can join.			X
	The identity of the users is protected, so that the information that is shared with other users is only what they want.		X	

	Certain, previously stipulated rules, are established to maintain the safety and integrity of users.		X
INTERCULTURAL APPROACH	ITEM	YES	NO
	The app content includes elements of the user's culture.	X	
	The app content includes elements of the English-speaking countries culture and they are compared of those of other.		X
	Topics related to world's different cultures are discussed.	X	
	Users from different cultures meet in virtual reality by using email or chat programs.		X
	Stereotyped views and social prejudices are avoided in the topics or the app's interface design.	X	
COMMUNICATIVE APPROACH	Grammar rules are explained only when the user needs it.	The app focuses on explaining grammar in detail.	
	Translation, if present in lessons or activities, is used as the last resource for understanding.	Translation is always present in the lessons or activities, being the main resource for learning.	
	Lessons and activities pay attention to context to tailor message and language as needed.	Contents and activities are conditioned by the linguistic aims of the lesson. Interest, relevance and context are irrelevant.	
	The activities focus on meaning.	The activities focus on language accuracy.	
	The activities are oriented towards bridging an information gap, solving a problem, reaching a conclusion or performing a task.	Grammar rules, vocabulary and the use of the L2 are the central features of the activities.	
	Different levels usually follow a pre-task / task / post-task structure.	Levels usually follow a Presentation, Practice and Production pattern.	

LANGUAGE SKILLS				
LISTENING SKILL	Audios or videos in which vocabulary pronunciation is demonstrated are included.	In some levels, audios or videos are included in which the pronunciation of the vocabulary is demonstrated.	Some audio or video demonstrating pronunciation is included, but in isolation, it isn't a common resource.	No audio or video demonstrating pronunciation is included, so the user has to infer it or look for tools outside the app.
	The app requests the user's point of view after some audio or video, even asking them to repeat, in their own words, what is said.	The app sometimes requests the user's point of view after some audio or video. It can also ask them to recall what is said.	The app gives very few opportunities for the user to express their point of view after some audio or video, as well as to recall what is said.	The app never asks for the user's point of view after any audio or video, nor does it ask them to repeat what is said.
	Authentic oral texts are part of the explanations or activities.	Most of the oral texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized.	Most of the oral texts that are part of the explanations or activities are not authentic, but they are contextualized.	Most of the oral texts that are part of the explanations or activities are not contextualized and even contain errors. <i>*** without errors.</i>
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Summarizing by repeating the main points of an audio message.			x
	Predicting what will happen next after exposing certain arguments in an audio or video.			

LISTENING SKILL	Engaging the user in a real time conversation.			
	Following instructions from an audio or video to achieve something.			
	Asking for the general idea about a topic that has been presented by audio or video.			X
	Asking for specific information that has been presented by audio or video.	X		
	Answering questions asked orally.			
SPEAKING SKILL	The app requests the user to express orally their point of view. It can also ask them to recall what is said.	The app sometimes requests the user to express orally their point of view and recall what is said.	The app gives very few opportunities for the user to express orally their point of view, as well as to recall what is said.	The app never asks for the user's point of view, nor does it ask them to repeat what is said.
	Language structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Language structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Language structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of language structures and how to use them are very poor, including little or no examples. The user also doesn't have the opportunity to practice with them.

SPEAKING SKILL	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Producing sound patterns after exposure.			
	Using specific vocabulary for oral productions.			
	Using specific intonation patterns in oral productions.			
	Organizing thoughts in a logical sequence to expose them orally.			
	Selecting appropriate words and sentences according to the setting and subject.			
	Engaging the user in a real time conversation.			
	Engaging the user in a role-play or real-time simulation.			
	Engaging the user in an interview.			

	Narrating a real or imaginary situation orally.			
	Describing a person or object orally.			
	Answering questions orally.			
READING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors. <i>***don't contain errors.</i>
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Sequencing events of a story that has been read previously.			
	Retelling a story or some information that has been read previously.		X	
	Drawing conclusions based on what is stated in a written text.			

READING SKILL	Organizing the information in a written text.		X	
	Answering specific questions about a written text.			
	Answering open questions about a written text.			
	Answering yes/no questions about a written text.			
	Following written instructions to accomplish something.			
	Producing sound patterns represented in writing.	X		
	Using specific intonation patterns while reading.			
WRITING SKILL	Authentic written texts are part of the explanations or activities.	Most of the written texts that are part of the explanations or activities are authentic. If they are not, they are well contextualized and written.	Most of the written texts that are part of the explanations or activities are not authentic, but they are contextualized and correctly written.	Most of the written texts that are part of the explanations or activities are not contextualized and even contain errors. **no errors.
	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, according to the level selected by the user.	Activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax, although is not capable of adjusting the complexity to their level. ***just spelling.	Only some activities require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. The requirements are very lax in this regard.	Activities do not require by the user an appropriate use of vocabulary, spelling, collocations, punctuation and syntax. They are never specified or evaluated.

WRITING SKILL	Written structures and how to use them is explained, including various examples and the opportunity for the user to practice with them.	Written structures and how to use them is explained, including some examples, although these may be scarce. The user also has the opportunity to put them into practice.	Written structures and how to use them is explained, although the examples may be few or none and the opportunities to practice with them very scarce.	Explanations of written structures and how to use them are very poor, including no examples. The user also doesn't have the opportunity to practice with them.
	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Tracing letters and words.			
	Writing letters to friends or family members.			
	Writing news or creating journals.			
	Writing short stories.			
	Writing notes and short messages.			
	Manipulating a text (handwriting, spelling and punctuation).			
	Using markers in written discourse, such as introducing an idea, developing it, transitioning to another idea and concluding,			

	emphasizing a point, explaining or clarifying a point already made or anticipating an objection.			
	Expressing information in writing.		X	
MULTIPLE INTELLIGENCES				
LINGUISTIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Repeating sounds, words or phrases.			
	Using vocabulary and structures in fictitious or real situations.			
	Using formal speech.			
	Telling a story.			
	Reading a story or listening to a storyteller.			
	Answering questions raised directly or indirectly.			X
	Giving an opinion on a topic.			

LINGUISTIC INTELLIGENCE	Discussing any topic with other participants.			
	Transferring information from one person/place to another.			
	Completing crosswords.			
	Reproducing symbols, words or phrases in written form.	X		
	Writing short stories, news, announcements, articles, essays.			
	Writing the lyrics of a song.			
	Creating poems.			
	Creating questions that are concerned with the topic.			
	Saying tongue twisters.			
	Creating or solving riddles.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Matching identical elements (pictures or words).			
	Sorting a group of pictures or words into identical sets or by one feature, specified verbatim or not.			
	Choosing an item to match a given description or name.	X		
	Naming categories for different elements (pictures or words) previously categorized or not.			
	Naming multiple items of a given category.			
	Choosing what doesn't belong and why, what goes together and why.			
	Expressing similarities and differences between given elements.			

LOGICAL-MATHEMATICAL INTELLIGENCE	Creating a hypothesis based on certain information and testing it.			
	Sequencing given elements following a pattern specified verbatim or not.			
	Creating a timeline with given or retrieved information.			
	Applying a certain formula to achieve something.			
	Solving puzzles or riddles.			
SPATIAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Creating brochures or diagrams with given information and visual elements.			
	Drawing elements based on specific instructions or guidelines.			
	Painting elements based on specific instructions or guidelines.			

SPATIAL INTELLIGENCE	Locating places or features following instructions.			
	Locating places or features on a map.			
	Making maps or sketches.			
	Solving mazes.			
	Labeling elements through words, colors and other resources.			
	Placing elements in the correct direction.			
	Taking pictures.			
KINESTHETIC INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Acting following a role model or specific guidelines.			
	Dancing following a role model, specific guidelines or autonomously.			
	Jumping.			

KINESTHETIC INTELLIGENCE	Touching interactive elements.	X		
	Moving through material spaces.			
	Searching for items related to the activity.			
	Using body language (facial expressions, body positions).			
	Filming a sketch or a play.			
MUSICAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Discriminating sounds, words or phrases.	X		
	Perceiving different auditory elements.	X		
	Expressing sounds (onomatopoeias).			
	Creating songs, chants or jingles.			

	Incorporating a poem to music.			
	Singing.			
	Following rhythms.			
INTERPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Giving feedback to others.			
	Giving advice to others.			
	Person-to-person activities.			
	Interviewing people about any topic.			
	Teaching other users something.			
	Acting in a play.			
INTRAPERSONAL INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Focusing attention on certain elements and for limited periods of time.	X		
	Setting goals or expectations.			X

INTRAPERSONAL INTELLIGENCE	Projecting feelings or ideas onto a character, avatar, person, animal or object.			
	Self-identification with someone or something.			
	Expressing feelings, ideas, concerns.			
	Writing an autobiography.			
	Writing a journal.			
	Thinking strategies to achieve goals.			
NATURALIST INTELLIGENCE	Includes one or more of the following and to what extent.	More than three times per level	Two or three times per level	Once per level
	Addressing issues related to one's natural surroundings.			
	Presenting environmental care ideas.			
	Promoting knowledge and respect for living and non-living things.			
	Influencing the responsible use of natural resources.			